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ABSTRACT

This document consists of two reports on Illinois higher education. The first, "The Illinois Articulation Initiative: Annual Report 2002-2003," discusses the current status of the Illinois Articulation Imitative (IAI), which was designed to ease transfer for students among Illinois colleges and universities. May 2003 marked the end of the fifth year of implementation. In addition to the adoption of the General Education Core Curriculum, the articulation initiative has convened 27 panels to study the issues involved in articulation. This annual report reviews the current status of the IAI, highlights the activities of the past year, and discusses some considerations for the future. The second report, "Salaries and Fringe Benefits at Illinois Colleges and Universities," presents an analysis of full-time faculty salaries and nonsalary benefits at Illinois public and private colleges and universities. Part A presents an analysis of faculty and civil service salaries for full-time employees at Illinois public and independent colleges and universities, the Illinois Mathematics and Science Academy, and higher education agencies for fiscal years 1999 through 2003. Part B examines the cost of fringe benefits for full-time faculty at public and independent colleges and universities. An appendix describes data sources, comparison groups, and methods for comparisons for the salary studies. (SLD)

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ED 481 877

THE ILLINOIS ARTICULATION INITIATIVE: ANNUAL REPORT 2002-2003

Submitted for: Information.

Summary: Although the planning for the Illinois Articulation Initiative (IAI) began a decade ago in January 1993, the General Education Core Curriculum (GECC) was not implemented until Summer of 1998. The IAI was designed to ease transfer for students among Illinois colleges and universities. May 2003 marked the end of the fifth year of implementation. In addition to the adoption of the GECC, 27 major panels also have been convened. This item reviews the current status of the IAI, highlights the past year's activities, and considerations for the future.

Action Requested: None.

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Item #II-1
October 7, 2003

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

THE ILLINOIS ARTICULATION INITIATIVE: ANNUAL REPORT 2002-2003

Executive Summary

This item reviews the current status of the Illinois Articulation Initiative (IAI). May 2003 marked the end of the fifth year of implementing the transferable IAI General Education Core Curriculum (GECC). The GECC was designed to ease transfer for students among Illinois colleges and universities. In addition to developing the GECC, faculty panels also have developed recommendations of courses to be taken by lower division students in preparation for transferring into the 27 most popular baccalaureate majors.

The Annual Report begins with a history of the development and implementation of the IAI. It then turns to discussing the current status of the IAI project; observations about the impacts of IAI and the effectiveness of several broad goals and objectives; issues that have been raised in the past year and progress made toward resolution of those concerns; current efforts to evaluate the effectiveness of the various components of IAI using multiple measures; and a brief discussion about marketing the IAI.

The report concludes with a summary of highlights of this past year's activities and several considerations for future study.

Item #II-1
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STATE OF ILLINOIS
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THE ILLINOIS ARTICULATION INITIATIVE: ANNUAL REPORT 2002-2003

Introduction

This item reviews the current status of the Illinois Articulation Initiative (IAI). May 2003 marked the end of the fifth year of implementing the transferable IAI General Education Core Curriculum (GECC). The GECC was designed to ease transfer for students among Illinois colleges and universities. In addition to developing the GECC, faculty panels also have developed recommendations of courses to be taken by lower division students in preparation for transferring into the 27 most popular baccalaureate majors.

History of the Illinois Articulation Initiative

In January 1993, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and Transfer Coordinators of Illinois Colleges and Universities jointly launched the Illinois Articulation Initiative to ease the transfer of more than 30,000 students annually among Illinois public and independent, associate and baccalaureate degree-granting institutions. The IAI grew out of the Board's 1990 undergraduate education policies on transfer and articulation. Three key concepts in these policies provided the underlying foundation for IAI: (1) that "associate and baccalaureate degree-granting institutions are equal partners" in educating college freshmen and sophomores, (2) that "faculties should take primary responsibility for developing and maintaining program and course articulation," and (3) that "institutions are expected to work together to assure that lower-division baccalaureate programs are comparable in scope, quality, and academic rigor."

The IAI is one of the most ambitious transfer projects in the country. To date, over 19,000 courses have been reviewed and approved through the combined efforts of over 900 faculty members serving on five general education panels and 27 major panels. (The 27th major panel—physics—had its initial meeting in 2002.) Illinois has one of the nation's most consistent, comprehensive course approval and quality assurance processes, assuring that all approved courses are comparable and meet the high standards established by the faculty panels.

The IAI developed in three phases. The primary purpose of Phase I was to develop a GECC that "would be acceptable in transfer at all IAI participating institutions in lieu of each college or university's own campus-wide lower division general education curriculum of comparable size."

- The GECC is a limited array of lower division general education courses that serves as a statewide generic substitute for a participating institution's general education curriculum. The IAI is particularly beneficial for those students who are uncertain about what their major will be or to which baccalaureate institution they will transfer.

- The IAI statement of purpose indicates that the GECC does not replace the college or university's own general education curriculum, but rather provides students with a guaranteed pathway among institutions. "It is assumed that while each degree-granting institution has developed its own general education program as part of its undergraduate degree requirements, most general education program objectives are similar from one institution to another." The good news is that IAI provides one clear, steady pathway for a large number of Illinois transfer students, while still protecting the distinctive qualities and missions of Illinois colleges and universities. But, IAI is not the *only* transfer pathway. Other options are compact agreements between two and four-year institutions (which allow for transfer of completed associate degrees), specially designed and named associates degrees, 2+2 agreements between specific institutions, course by course transfer, or student completion of general education requirements according to specific institutions requirements.

- The IAI assumes that participating institutions will offer at least some of the courses in each of the categories identified by the panels. In practice, most participating institutions offer courses to complete the GECC, although some institutions have designated themselves as "receiving" institutions only—that is, they will accept a completed GECC package, but have not submitted their own courses for review by the panels.

- The GECC, as part of an associate degree, is meant to transfer as a package. Individual courses may transfer at the discretion of the receiving institution.

Phase II expanded the project to create models for easing transfers into major programs. To date, 27 major panels have been established to articulate courses that prepare students for work in specific majors.

Phase III instituted the process of regular five-year reviews designed to ensure that the panels' recommendations would continue to be relevant, i.e., that they would continue to reflect common practice in the first two years of coursework in a baccalaureate degree. In addition, panel members developed a plan and criteria for reviewing previously approved, institutionally matched courses, to ensure that they would continue to be comparable. In 1999-2000, the five general education panels (Communication, Mathematics, Humanities/Fine Arts, Social and Behavioral Sciences, and Physical and Life Science) undertook fifth-year reviews. Four have been completed, and the Communication panel is continuing its review of courses over a five-year period. In 2002-2003, fifth-year reviews by the following major panels were initiated or in the process of being completed: Biological Sciences and Manufacturing Technology. The Engineering panel continues its review courses over a five-year period, and the Nursing panel has decided to put its fifth-year review on hold until the competencies are revised and updated. The four education panels (Early Childhood, Elementary, Secondary and Special Education) have been examining state and professional standards that will be used to draft new standards-based recommendations, and the review will take place after the new recommendations have been adopted for the Associate of Arts in Teaching (AAT) degree.

Illinois Articulation Initiative in the National Context

Transferability among institutions continues to be an important focus of state and national policy. States are rightfully concerned about easing transferability to help students save time and money toward degree completion. Most state-level transfer agreements incorporate traditional general education objectives similar to the IAI model, although some states add highly unique

objectives: awareness of environmental issues, knowledge of state history, or development of computer technology skills. Illinois' statewide transfer program is unique in several aspects: its focus on quality assurance, its website design and usefulness, and the voluntary nature of participation.

- Over the past three years, Board staff has participated in a national conversation on statewide general education programs. Led by the American Association of Colleges and Universities (AAC&U), the national study was sponsored by the Pew Trust, the Carnegie Foundation and the Fund for Improvement of Post Secondary Education (FIPSE). States were invited to share insights, experiences and reflections to better understand policy and practice surrounding statewide general education models. Today's college student often attends multiple institutions, and statewide models take on greater importance in helping define and shape a general education curriculum. Illinois is recognized as a model for quality assurance in statewide general education programs, and the IAI will be highlighted in a forthcoming report.

- The IAI model has most recently been used in the development of a new statewide transfer program for the state of Colorado.

- The IAI website team members have made numerous presentations at state and national meetings on the iTransfer.org website, further raising national awareness about Illinois' program, and the design and use of the website in advising. Programs were presented at the National Academic Advising Association (NACADA) conference, the Illinois Academic Advising Association conference, the Illinois transfer coordinators group, and the IAI technical Task Force.

- Papers written by University of Illinois at Chicago researchers Celina M. Sima, Jill P. Stein, and Patricia S. Inman, analyzing the effectiveness of IAI were presented in several venues: the annual meeting of the Association for the Study of Higher Education (Sacramento, CA), the Association for Institutional Research (Tampa, FL), the American Education Research Council (Chicago, IL) and the annual symposium of the Illinois Education Research Council.

Accountability for student learning outcomes is a key to academic program quality in Illinois, and the oversight provided by IAI is an important element in that accountability process. This past year, for example, the accrediting body for engineering programs, ABET, re-accredited four of the six engineering programs in the state of Illinois. ABET is one of the most rigorous and demanding accrediting bodies, and an important focus of their review was accountability for quality in transfer student coursework. The accrediting team selected individual transfer student transcripts, and asked each program how they determined the quality of learning in specific courses. In every case, IAI was credited as an important tool for effectively and efficiently reviewing engineering coursework statewide for quality and comparability.

Recent discussions surrounding the reauthorization of the Higher Education Authorization Act have highlighted transferability, as well as a renewed interest in general education as a core value of a baccalaureate degree. Given this focus, it appears that Illinois will be well-positioned to conform to new requirements as they are developed.

Current Status

The Illinois Articulation Initiative has achieved the following implementation outcomes to date:

- It maintains one of the most extensive inventories of individually approved courses in the country. As of June 18, 2003, 8,092 general education courses and 11,064 major courses have been approved for a total of 19,156 courses in the database. Since last year, 740 new courses have been added to the inventory.

- Participation in IAI is entirely voluntary, and there is broad "buy-in" by the state's institutions. It includes participants from all sectors: private and public, two-year and four-year institutions. One hundred eleven institutions and over 900 faculty members, transfer coordinators, and administrators have actively participated in IAI. This past year, Eureka College decided to move from the "receiving institution only" status to become a full participant in IAI. Several additional universities have requested information about participating.

- The IAI brings faculty together across institutions to discuss general education and lower-division coursework in various majors and come to agreement on acceptable statewide comparability and transferability.

- Through their activities on the various panels, faculty members have extended meaningful communication about curriculum with their colleagues statewide. As a result, many institutions have conducted extensive review of their curricula, resulting in a variety of changes, including raised standards and more clarity in communicating course requirements to students.

- The most obvious outcome of the extensive network of faculty panel reviews of course syllabi has been statewide quality assurance. Every IAI course has been reviewed and approved by panels made up of faculty members from public and private, two- and four-year institutions. Faculty panels review and compare standards for IAI courses, to assure that standards in the courses listed are comparable across all participating institutions.

Curriculum-related Concerns

As one might imagine in a program that seeks to balance among three key principles—respect for curriculum richness and diversity in 111 separate institutions, the vagaries of individual student course-taking patterns, and an effort to meet transfer expectations for multiple majors—sometimes these efforts don't always align. Some concerns persist, but there is a commitment on the part of participating institutions to find the best way to resolve these concerns whenever feasible. Most of the remaining concerns are about transfer concerns not central to IAI. Many are curriculum-related. In general, the process of dialog and discussion among the participating institutions in the state has resulted in consensus, though not always unanimity. Several issues have been resolved, others are close to resolution, and discussions continue on some topics. All major issues are brought to the Steering Panel, where they are discussed at length, and either recommendations are made, or the Steering Panel deferred to the discipline panel's decision. During the past year, two issues continued to dominate discussions—whether students preparing for degrees in the sciences should have the option of a different, or abbreviated general education package, and how to handle the transferability of non-IAI approved courses.

Science Major General Education Requirements. The first issue centers on whether or not the current GECC meets the needs of students seeking an associate transfer degree in certain science areas. Historically, the Steering Panel has rejected requests to design a second set of general education requirements to parallel the GECC, and current transfer policy requires completion of the GECC. Over the past year, this issue has been discussed at length, but there has been no resolution. A research project is planned to determine if community college associate in science graduates (who have completed a general education package), are disadvantaged in transfer because they lack the necessary prerequisite courses in the major.

Transferring Non-IAI Approved Courses. The second issue carried forward from last year and centered on how institutions should handle the transfer of courses that have not been approved by the panels, such as credits from out-of-state or non-IAI participating institutions. The Steering Panel passed a recommendation that allowed for the transfer of non-IAI approved courses through a slightly amended process of articulation. Their recommendation required changes to IBHE transfer policy, so the proposed policy change was circulated in Fall 2002 to IAI participating institutions for their review and comment. Further analyses of the recommended policy changes and the potential effects of those changes, as well as a thorough review of existing policy and the rationale for it, led IBHE and ICCB staff to conclude that it is best to retain the existing policy. Nevertheless, the issues and concerns raised during the course of reviewing the policy will continue to be explored in order to improve the transfer experience for Illinois students.

Relationship of IAI to a Proposed Associate of Arts in Teaching (AAT). Discussions are continuing to identify the elements of a model Associate of Arts in Teaching (AAT), to enhance transferability into teacher preparation programs. The IAI education major panels have played an important role in the development of the AAT. They identified the Illinois State Board of Education standards that could be met in the freshman and sophomore years, and shared this work with the newly established AAT committees. When the AAT model has been completed, the findings and recommendations will have a significant impact on the four IAI education panels. When the final model has been adopted, IAI education panels will likely play an important role in reviewing and approving comparability of courses among participating institutions.

Evaluating IAI and Student Transfer: Multiple Measures of Effectiveness

The IAI was formally implemented in summer of 1998. Students served by the IAI recommendations are now beginning to transfer to universities in large numbers. As more data become available, the findings can be integrated with more general transfer data.

In general, the table below offers a profile of potential transfer students (both students currently enrolled in transfer programs and students who have actually transferred) who are likely to benefit in some way from the comparability and transferability of IAI courses (2000-2001 data):

Type of Institution	Enrollees in undergraduate/ transfer programs	Actual Transfers*
Public Community Colleges	144,841	19,808
Public Universities	145,846	5,656
Independent NFP** Institutions	144,335	4,148
Independent FP** Institutions		463
Other (unknown)		13,443

*Without or without degree completion

**Not for Profit/For Profit

The traditional transfer pattern taken by the largest number of students is from two to four-year institutions. In recent years, however, student transfer patterns have been marked by a new fluidity—students move between and among four-year institutions and from four-year institutions to community colleges, sometimes taking coursework from multiple institutions. Unfortunately, because we cannot track individual student migration across institutions, it is difficult to evaluate the nature of student enrollments—whether they are seeking a course or two, a certificate, or a degree. This "churn" in the market is reflected in Table V-1 of the IBHE *Data Book* (Fall 2001 data):

Transfer Patterns Among Illinois Institutions

From/To	Public Universities	Independent NFP Institutions	Community Colleges	Independent FP Institutions
Community Colleges	10, 216	5,802	3,522	268
Public Universities	1,243	3,311	1,034	68
Independent NFP Institutions	1,057	986	2,036	69
Independent FP Institutions	34	202	210	17
Other Institutions*	3,546	4,622	4,357	918

*out-of-state, foreign, unknown

It is impossible to gather precise information on student transfers without a statewide student unit record system. While a student data system exists, it does not include the data necessary for individual student identification across public and private, and two- and four-year systems, which would allow for in-depth analysis of academic decisions and transfer effectiveness. In addition, until recently, private universities have not participated in the shared record system.

IAI Panel Five-Year Reviews, Surveys, and Recommendations. Several studies undertaken by IAI panels as part of their five-year review processes have explored the "state of the field," as well as the effectiveness of the IAI panel activities. One of the unanticipated, but significant, outcomes of bringing faculty across the state together to look at curriculum has been a greater interest on the part of the panels in understanding how curricula are changing and continually responding to new ideas, standards, and directions in the academic arena. These surveys are an effort on the part of panels to participate in a statewide continual improvement process to keep the state's transfer curriculum current and responsive to changes. They also reflect more broadly the dynamics of continual quality improvement in the curriculum. While this process of curriculum renewal is not obvious to the individual student, it insures quality and comparability across the state "behind the scenes."

Higher education curriculum is constantly under review and revision to ensure that education and training is current and state-of-the-art. These continuous quality improvement processes also impact the IAI. From time to time, panels will develop new course descriptions and new emphases in curriculum. This year saw several curriculum changes and improvements:

- The development of a new interdisciplinary general education course description, incorporating course content from multiple areas in both the Social and Behavioral Sciences and the Humanities and Fine Arts.
- The Mass Communication major Panel added a new specialty in Multimedia to their recommendation to reflect a growing trend in which digital computer-based technology is integrated and used to write and edit text, design graphics, create animations, and incorporate sound with still and moving images.
- The Steering Panel reviewed the transferability of AP credits, and determined that because there was a variation in scores acceptable for transfer, references to specific scores would be removed from each panel's general recommendations. The transferability of AP courses is still an option for students.
- The General Education Physical and Life Science Panel began a discussion of laboratory experiences, especially those that are part of on-line courses. The question is, "can computer simulations replace hands-on laboratory experiences?" The panel continues to debate this issue and will consider evaluating courses on the outcomes rather than the amount of time spent in laboratory situations. Evaluating courses according to their objectives and the learning that takes place is becoming even more necessary because there is no way to determine how long a student spends in courses offered via distance learning.

Institutional Studies/Observations. Large numbers of students who have completed the GECC are just now beginning to enter baccalaureate institutions. In an effort to get a preliminary look at the impact of IAI, public community colleges and universities were contacted to determine whether they had conducted any studies to assess their experiences with IAI, or transfer in general. Several institutions have shared the results of their studies, which are summarized below. Since most of these studies involved only one institution or very small numbers of students, care should be taken to not generalize these findings to the whole state.

- Northern Illinois University's Center for Governmental Studies completed a collaborative study (authored by Michael T. Peddle and Charles E. Trott) of the transfer practices of 805 students transferring to NIU from Illinois community colleges. The majority of students in the study were from five community colleges. The students completed an extensive survey, and several of the questions focused specifically on IAI. A significant

majority had completed an associate degree or the GECC. Twenty-two percent reported that they had heard about IAI—usually from the community college. The report noted that "most of the respondents were not explicitly familiar with the Illinois Articulation Initiative and even fewer were familiar with the excellent resources of the itransfer.org website, most transfer students who responded to the survey indicated relatively few and relatively minor problems with the transfer process." Students' lack of knowledge about the Initiative may imply that IAI is transparent to them. Far more important is the improvement or success of transfer as a result of IAI. Most students who accessed the website found it useful.

- The Universities of Illinois at Chicago, Urbana-Champaign, and Springfield prepare an annual *Transfer Characteristics Study*, which provides some insight into transfer behavior in the state. In fall 2002, a total of 3,664 students transferred to the University of Illinois System. Thirty-seven percent of students at UIUC and 62 percent of students at UIC had earned transfer credit. Forty-six percent of all students transferring to UIC (1,973) earned more than one semester of credit (12 hours). By institutional policy, the majority of students transferring to UIUC (1,081) transferred as juniors. At UIS, more than 2/3 of all transfer students (610) attended an Illinois community college, most transferred 60 hours or more, and more than a quarter had completed an associates degree.

- Lake Land College completed a Transfer Follow-up Report (November 2002) on students transferring to public universities. In the November 2002 report, eight public universities reported on the performance of 1,204 students who had transferred from Lake Land. Overall, 569 of these students had completed an associate's degree (AA, AS, or AAS) prior to transferring. The Lake Land group had earned an average GPA of 2.91, and had the highest GPA's at Eastern, Northern, SIU-Carbondale, U of I at Springfield, and Western.

- As part of a wider effort to re-affirm faculty commitment to IAI, a brief survey was sent to panel members asking for feedback on three questions: What is working about IAI? How can IAI do a better job? What do you like best about your involvement in IAI and your work with the panel? Comments included: "great way to talk about what standards really matter in transferring credit;" "statewide communication;" "improving curriculum;" "interact with colleagues in the same discipline at other institutions, all types of institutions;" "feel our efforts have improved teaching on many campuses;" "learn from one another," "help maintain academic excellence in Illinois," "increase my knowledge in my field;" "regular questioning of standards;" "share concerns for student learning;" plus many other observations.

Evaluation of IAI Effectiveness. The University of Illinois at Chicago, in cooperation with eight two-year and four-year institutions, continued work on a longitudinal study of the effectiveness of IAI. The research effort had previously been supported by a Higher Education Cooperation Agreement (HECA) grant, but the line was eliminated last year. The research has continued, and three papers were presented in the past year:

- "Student and Transfer Coordinator Views of A Statewide Articulation Policy: A Qualitative Analysis" (Celina M. Sima, Jill P. Stein and Patricia S. Inman). Major findings of this study included the following: "Leadership must remain strong at the state level to ensure continued progress in the development of statewide agreements; "the

importance of the transparency of the process;" "communication and trust are important to implementation;" "flexibility in the implementation of the articulation agreement:" and "the importance of staff development."

- "The Influence of Multiple Institution Transfer Patterns on Undergraduate Degree Attainment and Time-to-Degree" (Celina M. Sima, Patricia S. Inman, and Jill P. Stein). Analysis of the time-to-degree graduation rates of the 1998 cohort included the following findings: "Single transfer students graduate 5.96 years from initial postsecondary attendance, in comparison to 4.76 years by the native students. This difference of 1.2 years is not statistically significant. . . . Multiple transfer students took an average of 6.73 years to graduate, a difference which *was* significant." It was hypothesized that time-to-degree would be shorter with the implementation of IAI. However, sufficient numbers of students have not yet graduated in the 2001 cohort to make this comparison and assess the impact of IAI on those completion rates. The study also noted that 30 percent of the 1998 cohort of *native* students (not transfer students) reported some kind of transfer credit on their transcripts such as summer enrollment or concurrent enrollment at a community college.

- "State Student Transfer and Articulation Policy Evaluation: An Approach that Informs Policy and Scholarly Communities" (Celina M. Sima, Patricia S. Inman, and Jill P. Stein). Student interviews conducted as part of this study produced several interesting findings: "As a general rule, students are their own advocates in the transfer process;" students who are more clear about their degree goals generally develop an increasing relationship with the destination institution; vertical transfers—2- to 4-year institutions—proceeded more smoothly than lateral transfers—between 4-year institutions. "In certain regions of the state compacts between community colleges and a regional four-year university seemed to result in the smoothest transition of all.

Evaluation of the iTransfer Website. The website staff developed and implemented a web based client survey for advisors and administrators who use the site. A series of nine questions regarding site function and usability were asked. Additional feedback was provided at the Spring Transfer Coordinator meeting. The survey findings and additional feedback aided the redesign of the faculty section of the website and identified the need of additional training for end users. Responses also indicated the need for additional marketing to the public to let them know about this resource. Additional website changes per panel request were made to the Computer Science and Nursing major recommendation sections. The Computer Science panel adopted changes to make it easier for students to compare school courses. The Nursing major section was changed into a new unique format to address the specific needs of the competency-based discipline. These changes can be viewed at www.itransfer.org A prototype for a new search to show course articulation between multiple schools was developed and is currently being tested.

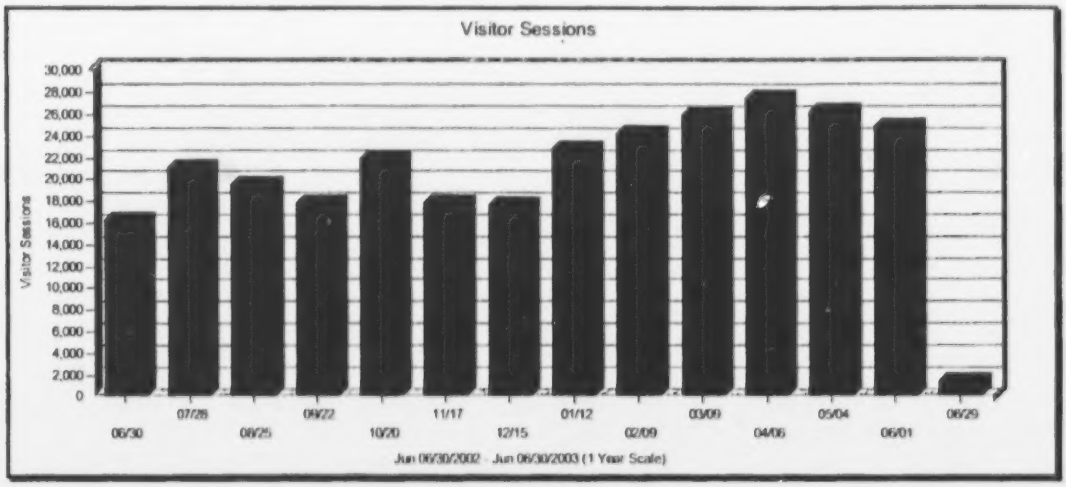
Participation in IAI is highest among public institutions, and highest in the General Education Core Curriculum. A total of 8,092 GECC courses and 11,064 major courses were included in the IAI website database on June 18, 2003, for a total of 19,156. Forty-eight public two-year institutions participate in the IAI GECC. Together, they field a total of 4,967 courses for an average of 103 courses per institution. Eleven public baccalaureate institutions field a total of 1,229 courses, or an average of 118 courses per institution. (Governors State University currently does not have a general education program). Thirty-seven participating independent institutions in the IAI GECC field a total of 1,896 courses, or an average of 51 courses per institution.

The 48 two-year public institutions field a total of 7,618 courses for transfer to a major, for an average of 158 courses per institution. In general, community colleges offer foundational courses to prepare students for a variety of majors. The twelve four-year public universities field a total of 1,746 courses in majors, for an average of 145 courses per institution. Seven of the public universities offer coursework in 20 to 26 of the majors; the other five range from 6 to 19. The difference in the number of majors "covered" reflects the differing program arrays at the various institutions. Not all universities offer degrees in agriculture, clinical laboratory science, social work, or engineering, for example. Twenty-seven independent institutions field 1,869 major courses, for an average of 69 courses per institution.

Participation in the major panels can vary significantly based on the array of majors offered by an institution—not all institutions offer a full complement of majors. Forty-eight public community colleges offer courses to help students prepare for transfer to baccalaureate institutions. Participation by both public and private four-year colleges and universities is also very important in helping students transfer easily among institutions. Twelve public universities are actively involved in many of the major panels, and the public institutions tend to offer the broadest array of program majors (due, in part, to both their broad missions and their size). The majority of community college students transfer to public universities. Twenty-seven two- and four-year independent institutions participate in various major panels as well.

Usage of the IAI website continues to be strong and steady. Records for the past year are included below.

General Statistics—IAI Website



Statistics - Report Range: 06/30/2002 19:00:51 - 06/30/2003 18:59:54		
Hits	Entire Site (Successful)	2,915,695
	Average Per Day	7,988
	Home Page	87,522
Page Views	Page Views (Impressions)	807,679
	Average Per Day	2,212
	Document Views	469,267
Visitor Sessions	Visitor Sessions	286,116
	Average Per Day	783
	Average Visitor Session Length	00:09:12
	International Visitor Sessions	1.95%
	Visitor Sessions of Unknown Origin	64.81%
	Visitor Sessions from United States	33.22%
Visitors	Unique Visitors	71,959
	Visitors Who Visited Once	59,047
	Visitors Who Visited More Than Once	12,912

Increasing Student Awareness of Transfer and IAI

Good programs often languish for lack of visibility and "advertising." Making transfer and IAI an important part of student information and decision-making has always been a primary goal of the Initiative. Activities this past year in two areas have focused on how to better serve student needs for current information about transfer issues.

Visibility of IAI and Transfer Generally. Transfer coordinators continued their discussions this year about the visibility of IAI, and the general awareness on the part of students of transfer issues. At the spring transfer coordinators meeting, for example, they shared ideas and best practices on how to increase awareness of transfer.

Pilot Project: A Model for an Illinois Course Applicability System (CAS). Building on the successful rollout of the CAS project by Northern Illinois University and the College of Du Page last year, two additional CAS related projects were undertaken to further enhance the transfer process. This year, Northern Illinois University and the University of Illinois were awarded a HECA grant to develop a statewide plan for adopting CAS. Through the CAS project, students are able to answer their most burning transfer questions: How will my credits transfer? What will count? What courses should I take at my current institution that will transfer? This project will not replace IAI, but will incorporate it and be more inclusive, providing information on ALL courses and degree requirements at institutions, not just lower division course requirements.

In addition, the University of Illinois at Chicago and the City Colleges of Chicago were awarded a HECA grant to implement CAS on their campuses. Any student in the state transferring to these two institutions will now be able to compare courses they have taken at ANY college or university in Illinois with degree and graduation requirements at these two universities. Implementation is underway with the software and hardware purchased, installed, and running, the programs of study at UIC are entered and the articulations have been formatted to accept CAS data.

It is expected that CAS will promote better inter-institutional cooperation and better articulation. This will increase the ability of transfer students to select the most appropriate courses for transfer and degree completion, which will increase the number of students who transfer, will increase the number of students who complete the IAI package and an Associate's degree from the community colleges, and will decrease the amount of time it takes transfer students to complete their terminal degree at university. Strengthened by the use of technology, opportunities for success will extend to all transfer students in Illinois, but particularly to students from underrepresented groups.

2002-2003 Summary of Activities

In general, the year 2002-2003 can be characterized as a year during which several major issues related to broad transfer issues generally and IAI specifically were addressed, new initiatives were undertaken by the members, and recommendations were brought forward.

- After extended review and discussion it was determined that the current IBHE Transfer Policy will remain as originally stated.
- Discussions about general education requirements for students interested in majors in the sciences continued.
- Continued the fifth-year review process for selected discipline panels
- Initiated a discussion of a standards-based approach to the work of the education panels;
- The physics panel continues the process of developing a recommendation;
- Designed a new "paperless" process for reviewing syllabi on-line (www.ibhe.org/iai);

Considerations for the Future

There are three areas affecting the overall operation of IAI that would likely improve the effectiveness of IAI in the long term. After discussions of these matters in the coming year with the IAI panels and Steering Committee, recommendations may be developed and brought to the Board. These three areas are evaluation and data needs, refining IAI learning outcomes, and improving administrative processes.

Measuring IAI Effectiveness—Evaluation and Data Needs. There is a growing interest in undertaking a more systematic evaluation of IAI's overall effectiveness. This interest is partly in response to the first wave of community college students who have completed the IAI package and are transferring to 4-year institutions. Given that students take between 5 and 6 years to complete a baccalaureate degree, and that the IAI was not fully implemented until 1998, it may be several years before enough meaningful data can be gathered to assess the IAI impact on time-to-degree. A recent national study of time to degree completion noted, for example, that baccalaureate graduates who started in a two-year institution can take up to 10 years or more to complete a baccalaureate degree (National Center for Education Statistics, U.S. Department of Education, August 2003).

There are important gaps in our data that will directly impact the effective evaluation of IAI goals and objectives. The Illinois Board of Higher Education currently has no systematic way of knowing definitively how effectively IAI is serving individual student needs.

- The lack of a centralized, integrated student unit record system means that we cannot track students across institutions, systems, or sectors.

- While the current Shared Enrollment and Degree files allow for tracking students transferring from community colleges to public universities, the process is very complicated and the files do not include complete data from private institutions.

To better understand the impact of the IAI on student course-taking behavior and on timely baccalaureate degree completion, an expanded and improved student unit record system is needed that would allow for systematic analysis of student enrollment patterns across multiple systems. Given these data shortcomings, however, it will be difficult, without a substantial investment in infrastructure, to gather and interpret this data in order to assess the overall effectiveness of IAI. In the meantime, the program will continue to rely either on independent studies undertaken by institutions of their own transfer students, or on small statewide studies with limited dollars.

Measuring IAI Effectiveness—Refining IAI Learning Outcomes. *The Illinois Commitment* requires that all institutions have program assessment in place by 2004. Because IAI is a central piece of the coursework at over 100 institutions in the state, it is important that the IAI participants continue to review and clarify, where necessary, the goals of the IAI curriculum and clearly identify the anticipated student learning outcomes in course descriptions. By further clarifying student learning outcomes and the goals and objectives of the GECC, institutions will be better able to evaluate the effectiveness of the IAI general education program.

Measuring IAI Effectiveness—Improving Administrative Processes. The Illinois Articulation Initiative has achieved an important level of stability, and is respected across the state and the nation. When compared to similar statewide transfer programs in other states, the Illinois transfer network is one of the strongest and most inclusive, and the most focused on quality assurance. The active involvement of 111 institutions reflects a shared commitment to helping students transfer easily and smoothly by maintaining quality and comparability across the state. IAI's strength is further reflected in the collaboration among individual faculty members from many disciplines, between public and private institutions, between two- and four-year institutions, and between ICCB and IBHE.

As part of an ongoing effort to reduce administrative costs related to the administration of the IAI project, Board staff expanded and refined a "paperless" on-line syllabus review process. Faculty can view all syllabi on line, indicate their initial evaluation, and make detailed comments about the syllabi, which can then be viewed in the context of all other panel members' comments. After panels have met and made their recommendations and decisions, a highly sophisticated database allows for instantaneous generation of letters and reports to inform the field of panel decisions.

Board staff continues to study ways of improving the delivery of information and other transfer services to students, thus making transferability between all institutions in the state easier and smoother. As the awareness of the IAI grows, students will come to depend upon having access to even more information to assist them in making decisions about academic programs and institutions.

Staff will continue to explore other best practice options for enhancing student access to information about transfer of credits among institutions.

IAI STEERING PANEL MEMBERSHIP
2002-2003

General Education Field Panel Representatives (10)

Ken Beno, Lake Land College
Esther DiMarzio, Kishwaukee College
Margaret Dust, Chicago State University
James Harris, John A. Logan College
Thomas Joswick, Western Illinois University
Kenneth Nordin, Benedictine University
James O'Leary, South Suburban College
Linda Sons, Northern Illinois University
Gary Trammell, University of Illinois at Springfield
Denis Wright, Joliet Junior College **CO-CHAIR**

University [At-large] Representatives (7)

Mary Herrington-Perry, Eastern Illinois University
Emanuel Pollack, University of Illinois at Chicago
Charles Miller, Northern Illinois University
Gerald Pogatshnik, Southern Illinois University at Edwardsville, **CO-CHAIR**
Lois Backas, Roosevelt University
Richard Wilders, North Central College
VACANT, Independent

Community College [At-large] Representatives (7)

Carl Lorenz, Parkland College
Julie Fleenor, William Rainey Harper College
John Bennett, Lake Land College
Yvonne Harris, Harry S Truman College
Kevin Westin, Rend Lake College
Linda Uzureau, Prairie State College
Debra LaCour, Southeastern College

Illinois Transfer Coordinators' Representatives (3)

Marilyn Murphy, University of Illinois
Sheryl Paul, University of St. Francis
Fred Peterson, Heartland Community College

Item #II-2
October 7, 2003

SALARIES AND FRINGE BENEFITS AT ILLINOIS COLLEGES AND UNIVERSITIES

Submitted for: Information.

Summary: This two-part report presents an analysis of full-time faculty salaries and non-salary benefits at Illinois public and private colleges and universities. Part A presents an analysis of faculty and civil service salaries for full-time employees at Illinois public and independent colleges and universities, the Illinois Mathematics and Science Academy, and higher education agencies for fiscal years 1999 through 2003. Part B examines the cost of fringe benefits for full-time faculty at public and independent colleges and universities.

Action Requested: None.

Item #II-2
October 7, 2003

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

FULL-TIME FACULTY AND CIVIL SERVICE SALARIES AT ILLINOIS COLLEGES AND UNIVERSITIES

This report presents an analysis of salaries for full-time faculty and civil service employees at Illinois public and independent colleges and universities and the Illinois Mathematics and Science Academy (IMSA). The report includes average salaries for fiscal years 1999 through 2003, and compares salaries with the Consumer Price Index and Illinois per capita income to determine how well salaries have kept pace with those indicators. The report also compares average faculty salaries at Illinois colleges and universities with average faculty salaries at comparable institutions in other states as a measure of salary competitiveness with faculty peers. Salaries for IMSA faculty are compared with teacher salaries at high school districts in the Chicago metropolitan area and surrounding community college districts as a measure of the competitiveness of IMSA salaries.

Faculty salary data presented in this report for public universities and independent institutions are derived from the American Association of University Professors (AAUP) Annual Faculty Compensation Survey. Faculty salary data for Illinois community colleges are derived from a report prepared by the Illinois Community College Board (ICCB). Data for states selected for comparison to Illinois community colleges were obtained from the Integrated Postsecondary Education Data Systems (IPEDS) Salaries and Fringe Benefit Survey and a telephone survey conducted by the ICCB.

Faculty salaries presented in this report are average nine-month salaries for full-time faculty. Historic average salary data have been adjusted to reflect the fiscal year 2003 mix of faculty among ranks at each campus to control for the effects of the changing distribution of faculty members among ranks over time. Weighted average salaries for independent colleges and universities are based on the 27 institutions that reported data in all the years included in this report. Sources of salary data and methodologies for comparing salaries are described in the Appendix.

Historically, this report has presented multi-year, rather than one-year, salary increases in order to minimize anomalies that may affect one-year salary increase comparisons. It should be noted, however, that while the two-year comparisons presented in this report reflect increases in faculty salaries at public universities, community colleges, and private institutions, most of the gains in average salaries at public universities and some community colleges occurred during fiscal year 2002. In fiscal year 2003, state appropriations did not include funds for salary increases at public institutions.

Comparison of Faculty Salaries to Economic Indicators and Peer Institutions

Table 1 displays average faculty salaries for the five most recent fiscal years (1999 through 2003). The average fiscal year 2003 faculty salary at public universities was $65,100, an increase of 6.0 percent over fiscal year 2001. The average salary for community colleges was $55,900, an increase of 3.7 percent over fiscal year 2001, and for independent colleges and universities the average faculty salary was $72,600, an increase of 3.9 percent above fiscal year 2001 salaries.

Table 1 also presents the Consumer Price Index (CPI) and the Illinois per capita income for each year examined in the report as comparative measures of inflation and income. Between fiscal years 1999 and 2003 and between fiscal years 2000 and 2003, faculty salaries at public universities and private institutions increased at a pace greater than the CPI and the Illinois per capita income. Between fiscal years 2001 and 2003, only salaries increases at public universities increased at a pace greater than the CPI and the Illinois per capita income; however as noted previously, most of this gain occurred in fiscal year 2002.

Faculty salaries can vary widely from one campus to another due to the variety of missions, programs, and geographic locations among higher education institutions. Other factors, such as faculty turnover, average length of service, and the distribution of faculty among ranks can contribute to salary variations as well. To measure the competitiveness of faculty salaries across a variety of institutions, the Illinois Board of Higher Education compares faculty salaries at Illinois institutions with salaries at similar colleges and universities nationwide. A description of the comparison methodology is included in the Appendix. A listing of all institutions in each comparison group is available from the Illinois Board of Higher Education.

Public Universities

In fiscal year 2000, the Illinois Board of Higher Education proposed an initiative designed to enhance public institutions' efforts to recruit and retain critical faculty and staff and to enable institutions to bring faculty salaries to the median of national peers within five years. This initiative was intended to allow campuses to recruit and retain critical faculty and staff in high demand areas, provide performance-based salary incentives; provide incentives for campus-based early retirement programs; offset statutory early retirement costs; address market equity demands and support campus-developed programs to improve recruitment and retention of faculty and/or staff. State general funds were provided for this initiative in fiscal years 2000, 2001, and 2002. In addition, universities were expected to provide a 1% match from institutional funds. This report measures progress made from fiscal year 1999, the year prior to the establishment of this salary initiative to fiscal year 2003, a year in which public universities in Illinois experienced a decrease in state funding, affecting their ability not only to provide base salary increases for faculty and staff, but also their ability to fill vacated positions.

Table 2 presents weighted average faculty salaries by rank at each public university campus for fiscal year 2003. The distribution of faculty among ranks is related to both length of service and professional contribution and achievement, and therefore varies from campus to campus. Average salaries increase as professorial rank changes from instructor to full professor. By campus, all-rank average salaries range from $51,600 at Northeastern Illinois University to $82,100 at the University of Illinois at Urbana-Champaign.

Table 3 presents the all-rank weighted average faculty salaries for each campus for fiscal years 1999 through 2003. Between fiscal years 1999 and 2003, the average all-rank faculty salary increased by 16.3 percent. This increase is largely reflective of the additional monies provided in fiscal years 2000, 2001, and 2002 for the Recruiting and Retaining Critical Faculty and Staff initiative. While the fiscal year 2001 to 2003 increase shown on Table 3 averaged 6.0 percent, the all-rank average salary remained constant between fiscal years 2002 and 2003.

Public university average salaries outpaced the increase in the CPI and the Illinois per capita income throughout all time periods presented in the report. The most recent changes in average salaries (fiscal year 2001 to fiscal year 2003) ranged from a 2.4 percent increase at Northeastern Illinois University to a 9.3 percent increase at Western Illinois University.

Figure A
Illinois Public Universities
Average Salaries vs. Peer Groups

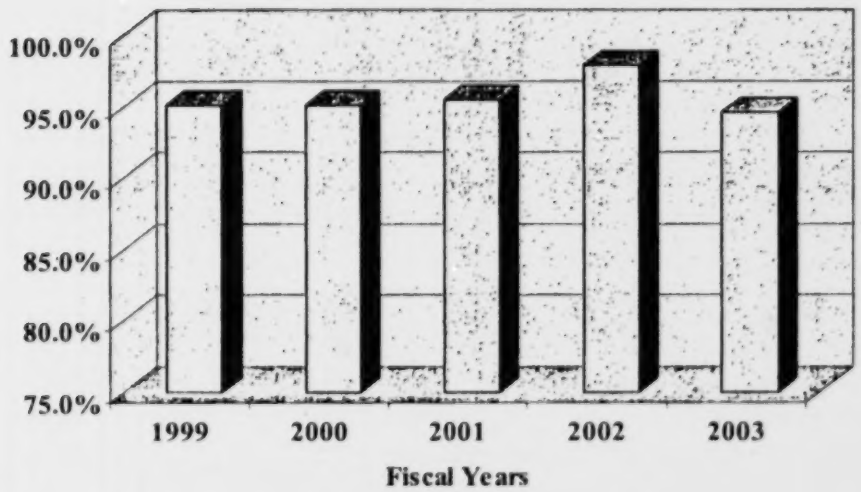


Figure A displays average all-rank faculty salaries at Illinois public universities as a percent of median salaries at peer group institutions. During fiscal year 1999, the year prior to the initiation of the Recruiting and Retaining Critical Faculty and Staff initiative, weighted average faculty salaries at Illinois public universities were 95.1 percent of the peer group median. In fiscal year 2002, the last year that state funds were provided for the salary initiative, this percentage had risen to 97.9 percent. However, the fiscal year 2003 average all-rank faculty salary in Illinois has dropped to 94.7 percent of peer group medians, a level lower than in fiscal year 1999.

It is important to recognize that improving salaries in comparison to peer institutions is affected by a number of factors. For example, institutions in some states have continued to outpace Illinois' efforts in improving faculty salaries. Average salaries reported in the annual AAUP study also are affected by changes in faculty mix and changes in the total number of

faculty. As institutions experience a significant number of retirements or resignations among the full professor rank they may choose to replace those positions with lower-salaried classifications; therefore, the institution's all-rank weighted average salary may be reduced.

Over the past several years in Illinois there has been a shift in faculty headcount at public universities from the ranks of professor and associate professor to the assistant professor and instructor classifications. As shown below, between fiscal year 2001 and fiscal year 2003, the number of professors and associate professors decreased by 4.3 percent and 0.7 percent, respectively, while assistant professors increased by 4.9 percent and instructors by 22.3 percent. This shift from the higher salaried professor and associate professor ranks to the assistant professor and instructor ranks may have contributed to the slow growth, and in some cases, the decreases in the all-rank average salary at Illinois public universities.

SUMMARY OF FACULTY HEADCOUNT BY RANK

	FY2001	FY2003	Percent Change
Professor	2,772	2,653	(4.3%)
Associate Professor	2,129	2,114	(0.7%)
Assistant Professor	2,091	2,194	4.9%
Instructor	663	811	22.3%
Total	7,655	7,772	1.5%

Table 4 presents weighted average all-rank faculty salaries at each public university campus as a percentage of the median salary of each campus' comparison group for fiscal years 1999 through 2003. For example, Illinois State University's weighted average faculty salary of $57,500 in fiscal year 2003 represents 91.6 percent of its comparison group's median salary of $62,773. The University of Illinois at Chicago's weighted average faculty salary of $77,300 represents 105.5 percent of the $73,270 median salary of its comparison group. Between fiscal years 2001 and 2003, only two institutions, Western Illinois University, and the University of Illinois at Chicago, increased their standing among peer groups.

The fiscal year 2002 report, *Full-time Faculty and Civil Service Salaries at Illinois Colleges and Universities* (August 2002) showed that universities were making progress in increasing their relative standing among peer groups (from approximately 95 percent in fiscal year 1999 to 98 percent in fiscal year 2002). When comparing fiscal year 1999 to fiscal year 2002, weighted average faculty salaries at nine of the twelve institutions increased in relation to their peers indicating that the Recruiting and Retaining Critical Faculty and Staff initiative had assisted Illinois institutions in improving faculty salaries through fiscal year 2002. However, when fiscal year 1999 is compared to fiscal year 2003, only four institutions have maintained an increase in standing among peer institutions.

Table 5 shows the fiscal year 2003 weighted average faculty salary by rank as a percentage of comparison group medians by rank. The percent of comparison group medians for full professors ranges from 87.0 percent at the Illinois State University to 107.6 percent at the University of Illinois at Chicago. The largest percentage gap among Illinois institutions is within the instructor classification, ranging from 72.2 percent of peer group medians at Southern Illinois University Carbondale to 116.0 percent at the University of Illinois at Chicago.

Table 6 shows the two-year change between fiscal years 2001 and 2003 in average faculty salaries for Illinois public universities compared to the lowest, highest, and median changes in faculty salaries at peer group institutions. Weighted average salaries at four of the Illinois public universities (Eastern Illinois University, Northern Illinois University, Western Illinois University, and the University of Illinois at Chicago) increased at rates faster than the median increase awarded by peer group institutions between fiscal years 2001 and 2003. The remaining institutions lagged the median percent increase of peer group institutions.

Another measure of faculty salary competitiveness is the ranking of average Illinois salaries to average salaries at peer institutions as presented on Table 7. The table shows the highest salary and lowest salaries in each institution's peer group, the number of institutions in the group that reported in fiscal year 2003, and the ranking of the Illinois institutions' average salary in relation to their individual peer institutions. For example, the all-rank average salary of $82,100 at the University of Illinois at Urbana-Champaign ranks 21st among the 22 institutions in the University's peer group. Only the University of Illinois at Chicago and Chicago State University have average salaries that rank in the upper half of their peer groups.

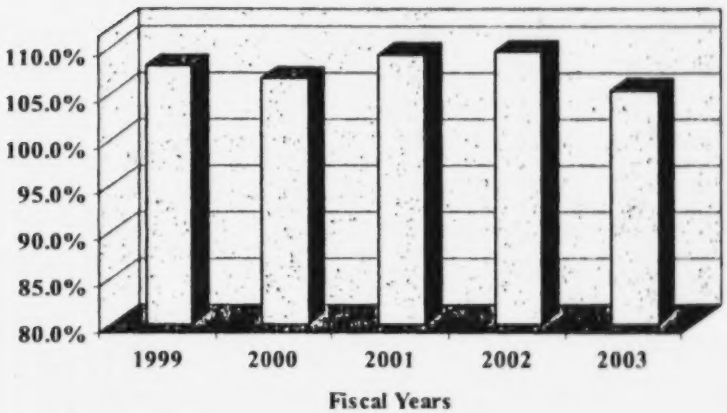
Independent Colleges and Universities

Because of the rich diversity of mission, Illinois' independent colleges and universities present a wide range in institutional and faculty characteristics and a wide range in faculty salaries. Salary data for independent institutions are presented in this report grouped by the institution's Carnegie classification. (Definitions for the Carnegie classification codes are presented in Appendix A.)

Table 8 displays the weighted average faculty salaries for 31 independent colleges and universities for the five most recent fiscal years. Weighted average faculty salaries for the group are based upon the 27 institutions that reported data in each of these years. The fiscal year 2003 weighted average faculty salary for independent institutions was $72,600. Salaries at institutions reporting in fiscal year 2003 ranged from $35,400 at MacMurray College to $105,900 at the University of Chicago.

Table 9 lists the weighted average faculty salaries at independent institutions as a percentage of comparison group medians. In fiscal year 1999, the average faculty salary as a percentage of comparison group medians was 108.0 percent at independent institutions. In fiscal year 2003, the percentage remains above the comparison group medians at 105.4 percent.

Figure B
Illinois Independent Institutions
Average Salaries vs. Peer Groups



Community Colleges

Table 10 presents average faculty salaries by Illinois community college district. Since most community college faculties are not differentiated by rank, the average full-time faculty salaries shown in this table are not weighted by rank. The overall averages, however, are weighted by the number of full-time faculty in each district. Average fiscal year 2003 faculty salaries for community colleges ranged from $42,200 at Lake Land College and Danville Area Community College to $74,900 at Elgin Community College, illustrating the wide range of market factors, program offerings, enrollments, and access to local tax wealth among the community colleges.

Average faculty salaries at Illinois community colleges grew 3.7 percent between fiscal years 2001 and 2003. Several districts reported little or no growth in average faculty salaries and a few districts experienced decreases in average faculty salaries during this time period. As noted in previous reports this may be attributable to factors such as senior faculty retirements or resignations, positions that are generally replaced with lower-salaried faculty or left unfilled for a period of time.

Prior to fiscal year 2002, faculty salary data for selected states was obtained from the AAUP salary survey. In recent years the submission rate for the AAUP survey declined and the low response rate for community colleges led to concerns regarding the comparability of salary data. Due to these concerns, the decision was made to utilize data from the Integrated Postsecondary Education Data Systems Salaries and Fringe Benefit Survey, and a survey of select states conducted by the ICCB staff, beginning with the *Full-time Faculty and Civil Service Salaries at Illinois Colleges and Universities* (August 2002) Report. Fiscal year 1999 through fiscal year 2003 data and comparisons are presented on Table 11, along with the Illinois community college weighted average salaries.

Figure C
Illinois Community Colleges
Average Salaries vs. Selected States

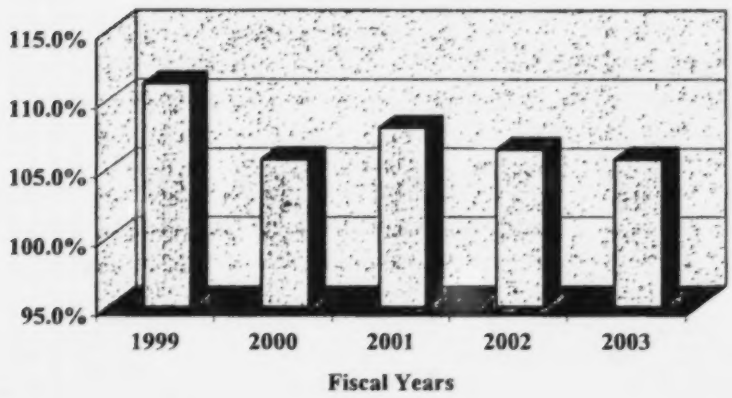


Figure C displays the average faculty salary for all Illinois community colleges as a percent of the median of average salaries in selected states. The average salary for all Illinois community colleges exceeds the median salaries of community colleges in those states for all years examined. Fiscal year 2003 Illinois average community college faculty salaries exceeded the median average salary by 105.7 percent. This percentage has steadily decreased since fiscal year 1999. Table 11 lists the fourteen states that are used for comparison with Illinois community colleges. The weighted average faculty salary in Illinois community colleges exceeds the average faculty salary in nine of the fourteen states. The five states with average faculty salaries higher than Illinois are Arizona, California, Massachusetts, Michigan, and New York.

Illinois Mathematics and Science Academy

Table 12 presents the average faculty salary at the Illinois Mathematics and Science Academy (IMSA) for fiscal years 1999 through 2003. For comparative purposes, the weighted average faculty salaries for public high school districts in Cook, DuPage, Lake, McHenry, and Will counties, as well as the four surrounding community college districts are presented. Public high school salary data are obtained from the State Board of Education's (SBE) Illinois Teacher Salary Study. The fiscal year 2003 SBE report was not available at the time this report was prepared.

Table 12 shows average faculty salaries at IMSA remained lower, through fiscal year 2002, than the weighted average faculty salaries in the 46 high school districts in the five surrounding counties, measuring 93.1 percent of the weighted average salaries of high school faculty in the geographic area. However, this percentage has increased from 88.1 percent of neighboring high school faculty salaries in fiscal year 1999.

When compared to the four surrounding community college districts, IMSA salaries were 97.4 percent of the weighted average faculty salaries at those institutions in fiscal year 2003. In fiscal years 2000, 2001, and 2002, IMSA salaries were slightly greater than surrounding community college district faculty salaries. Growth in average faculty salaries at IMSA lagged

the rate of growth in the CPI and Illinois per capita income during the time periods measured.

While faculty salaries at IMSA have shown steady increases through fiscal year 2002, it should be noted that the state general fund appropriation for IMSA was reduced by over 18 percent in fiscal year 2003. This reduction necessitated decreases both in the number of staff and in the salaries paid to current staff. In fiscal year 2003 all staff salaries, including faculty, were reduced by two percent.

Civil Service Salaries

Average salaries for the five most recent fiscal years for civil service employees at public universities and state higher education agencies are presented on Table 13. Unlike the faculty salary data, civil service salaries are not adjusted by the mix of positions each year, and are instead, presented as actual average salaries. In fiscal year 2003, the average salary for all civil service employees was $35,100. The increase in civil service average salaries since fiscal year 1999 was 13.5 percent, and since fiscal year 2001, was 4.5 percent. The growth in civil service salaries was greater than inflation as measured by CPI between fiscal years 1999 and 2003, and was slightly higher (4.5 percent compared to 4.4 percent) between fiscal years 2001 and 2003. The average civil service salaries lagged the growth in Illinois per capita income for all time periods examined.

Table 14 presents civil service weighted average salaries by occupational category and shows the diversity in salaries by occupational category. The highest average salaries for civil service employees in fiscal year 2003 were positions classified as crafts, trades, or construction. These employees averaged $54,978 compared to the lowest average salary of $26,948 for civil service clerical employees. The largest percent increases in all time periods examined were in the medical/health services classification. The average salary in the medical/health services field rose 33.8 percent between fiscal years 1999 and 2003.

Summary

Public university all-rank faculty salaries in Illinois averaged $65,100 in fiscal year 2003, an increase of 5.9 percent over fiscal year 2001. When this average salary is measured as a percentage of comparison group medians, the fiscal year 2003 percentage of 94.7 percent of peer groups is at the lowest point of the five-year period examined in this report. The Recruiting and Retaining Critical Faculty and Staff initiative, which began in fiscal year 2000, had enabled universities to raise faculty salaries as a percent of peer groups to 97.9 percent in fiscal year 2002. However, the decrease in state funding experienced at public institutions hampered efforts to maintain or improve faculty salary competitiveness in fiscal year 2003.

Independent institutions experienced an increase of 3.9 percent between fiscal years 2001 and 2003, bringing the total average faculty salary to $72,600. This average salary at private institutions is 5.4 percent greater than the median salary of peer institutions.

The average faculty salary at Illinois' community colleges in fiscal year 2003 was $55,900, an increase of 3.6 percent over fiscal year 2001. During this same time period, the average faculty salaries at community colleges in states used for comparative purposes rose 6.0 percent. The measure of Illinois' community college average faculty salaries as a percent of comparative state's average salaries has dropped steadily throughout the years examined in this report, from 111.2 percent in fiscal year 1999 to 105.7 percent in fiscal year 2003.

TABLE 1

CONSUMER PRICE INDEX, ILLINOIS PER CAPITA INCOME, AND WEIGHTED AVERAGE FACULTY SALARIES FISCAL YEARS 1999 TO 2003

Fiscal Year	Consumer Price Index (FY1999=100)	Illinois Per Capita Income	Weighted Average Faculty Salaries [1]		
			Public Universities	Independent Institutions [2]	Community Colleges
1999	100.0	29,876	$ 56,000	$ 63,100	$ 52,800
2000	102.9	31,272	58,400	65,100	53,400
2001	106.4	32,644	61,400	69,900	53,900
2002	108.3 [3]	33,155	65,100	72,300	55,400
2003	111.1 [3]	34,150 [3]	65,100	72,600	55,900
Percent Increases					
FY1999 to FY2003	11.1 %	14.3 %	16.3 %	15.1 %	5.9 %
FY2000 to FY2003	8.0	9.2	11.5	11.5	4.7
FY2001 to FY2003	4.4	4.6	6.0	3.9	3.7

[1] The fiscal year 2003 faculty distribution among ranks was used to determine weighted average salaries for public universities and independent institutions for all years.

[2] Based on 27 institutions that reported in all years.

[3] Projected.

Sources: Illinois Department of Commerce and Community Affairs, U.S. Department of Commerce
American Association of University Professors (AAUP), and the Illinois Community College Board

TABLE 2

ILLINOIS PUBLIC UNIVERSITIES
FISCAL YEAR 2003 WEIGHTED AVERAGE FACULTY SALARIES BY RANK

	Professor	Associate Professor	Assistant Professor	Instructor	All Rank
Chicago State University	$71,600	$59,100	$51,800	-	$60,800
Eastern Illinois University	69,800	57,700	47,300	$ 33,800	54,600
Governors State University	-	-	-	-	55,100
Illinois State University	71,000	55,600	48,800	-	57,500
Northeastern Illinois University	73,400	58,900	47,400	28,700 *	51,600
Northern Illinois University	78,000	59,200	49,600	33,500	57,300
Western Illinois University	72,900	56,100	46,700	34,000	56,000
Southern Illinois University					
Carbondale	76,800	57,800	47,900	27,400	57,300
Edwardsville	74,500	60,300	46,700	34,100	56,500
University of Illinois					
Chicago	97,700	69,000	58,800	46,100	77,300
Springfield	74,500	58,000	46,100	-	56,200
Urbana-Champaign	101,400	69,500	61,000	48,300	82,100
Weighted Average for All Public Universities	$ 86,200	$ 62,200	$ 52,300	$ 32,900	$ 65,100

* In previous year's reports, the rank of instructor was not included for Northeastern Illinois University. The inclusion of instructors in this report has resulted in a decrease in all-rank average salaries when compared to past year's reports.

Source: American Association of University Professors (AAUP)

TABLE 3

ILLINOIS PUBLIC UNIVERSITIES
WEIGHTED AVERAGE FACULTY SALARIES BY CAMPUS

(in thousands of dollars)

	FY1999	FY2000	FY2001	FY2002	FY2003	Percent Increases FY1999 to FY2003	Percent Increases FY2000 to FY2003	Percent Increases FY2001 to FY2003
Chicago State University	$ 52.6	$ 54.9	$ 58.9	$ 60.5	$ 60.6	15.2 %	10.4 %	2.8 %
Eastern Illinois University	44.7	46.8	50.9	53.4	54.6	22.3	16.8	7.4
Governors State University	51.1	52.2	53.7	55.8	55.1	7.7	5.5	2.5
Illinois State University	50.1	52.9	55.3	58.1	57.5	14.9	8.8	4.0
Northeastern Illinois University *	47.0	49.0	50.4	51.8	51.6	9.8	5.3	2.4
Northern Illinois University	49.4	51.8	53.8	59.2	57.3	15.8	10.4	6.3
Western Illinois University	46.7	48.3	51.2	56.1	56.0	20.0	15.9	9.3
Southern Illinois University								
Carbondale	50.0	51.9	54.5	57.4	57.3	14.6	10.5	5.2
Edwardsville	48.7	50.7	54.2	56.8	56.5	15.9	11.4	4.3
University of Illinois								
Chicago	66.0	68.0	72.0	76.4	77.3	17.2	13.7	7.4
Springfield	51.6	53.6	53.7	57.6	56.9	10.3	6.2	5.9
Urbana-Champaign	70.7	74.2	77.5	81.8	82.1	16.2	10.7	5.9
Weighted Average	$ 56.0	$ 58.4	$ 61.4	$ 65.1	$ 65.1	16.3 %	11.5 %	6.0 %

Note: The fiscal year 2003 faculty distribution among ranks was used to determine weighted average salaries for all years.

* In previous year's reports, the rank of instructor was not included for Northeastern Illinois University. The inclusion of instructors in this report has resulted in a decrease in all-rank average salaries when compared to past year's reports.

Source: American Association of University Professors (AAUP)

TABLE 4

ILLINOIS PUBLIC UNIVERSITIES
WEIGHTED AVERAGE FACULTY SALARIES
AS A PERCENTAGE OF COMPARISON GROUP MEDIANS

	FY1999	FY2000	FY2001	FY2002	FY2003
Chicago State University	107.7 %	108.3 %	111.8 %	110.9 %	107.8 %
Eastern Illinois University	86.7	87.8	91.5	92.2	91.5
Governors State University	100.0	100.0	96.9	97.0	95.6
Illinois State University	92.1	94.0	93.9	96.3	91.6
Northeastern Illinois University	105.4	106.3	104.6	104.0	101.0
Northern Illinois University	96.1	96.1	95.9	101.1	95.1
Western Illinois University	89.9	90.1	91.5	96.3	92.9
Southern Illinois University					
Carbondale	94.8	93.7	94.7	95.7	92.8
Edwardsville	95.9	96.5	98.7	99.5	95.6
University of Illinois					
Chicago	102.6	101.9	102.7	105.7	105.5
Springfield	103.6	102.0	98.5	100.6	97.3
Urbana-Champaign	92.3	92.2	91.4	93.8	89.9
Weighted Average	95.1	95.1 %	95.5 %	97.9 %	94.7 %

Note: The fiscal year 2003 faculty distribution among ranks was used to determine weighted average salaries for all years.
Source: American Association of University Professors (AAUP)

TABLE 5

ILLINOIS PUBLIC UNIVERSITIES
WEIGHTED AVERAGE FACULTY SALARIES BY RANK
AS A PERCENTAGE OF COMPARISON GROUP MEDIANS

FISCAL YEAR 2003

	Professor	Associate Professor	Assistant Professor	Instructor
Chicago State University	106.4 %	106.2 %	111.1 %	-
Eastern Illinois University	90.8	95.4	93.5	85.8 %
Governors State University	-	-	-	-
Illinois State University	87.0	92.0	96.8	-
Northeastern Illinois University	109.1	105.9	101.8	79.5
Northern Illinois University	94.7	97.3	96.0	88.4
Western Illinois University	94.8	92.7	92.3	86.2
Southern Illinois University				
Carbondale	93.3	95.0	92.7	72.2
Edwardsville	96.9	99.7	92.3	86.6
University of Illinois				
Chicago	107.6	102.4	104.4	116.0
Springfield	98.0	98.9	93.3	-
Urbana-Champaign	88.3	90.8	93.5	93.6

Source: American Association of University Professors (AAUP)

TABLE 6

AVERAGE FACULTY SALARY CHANGES
ILLINOIS PUBLIC UNIVERSITIES COMPARED TO PEER GROUP INSTITUTIONS
FISCAL YEARS 2001-2003

	Illinois Public Universities	Peer Group Institutions		
		Lowest	Highest	Median
Chicago State University	2.8 %	0.1 %	18.3 %	6.4 %
Eastern Illinois University	7.4	(0.8)	13.5	7.0
Governors State University	2.5	2.5	24.3	7.9
Illinois State University	4.0	1.9	15.0	6.3
Northeastern Illinois University	2.4	0.1	18.3	6.4
Northern Illinois University	6.3	1.1	15.0	6.1
Western Illinois University	9.3	(0.8)	13.5	7.0
Southern Illinois University				
Carbondale	5.2	1.1	15.0	6.1
Edwardsville	4.3	(0.8)	13.5	7.0
University of Illinois				
Chicago	7.4	(2.0)	11.9	6.0
Springfield	5.9	2.5	24.3	7.9
Urbana-Champaign	5.9	3.5	14.1	8.6

Source: American Association of University Professors (AAUP)

TABLE 7

FISCAL YEAR 2003 RANK OF AVERAGE SALARIES TO PEER GROUPS

	Weighted Average All-Rank Salary	Peer Group			Illinois' Rank Among Peers
		Highest Salary	Lowest Salary	Number of Institutions in Peer Group	
Chicago State University	$ 60.6	$ 78.0	$ 30.9	82	23
Eastern Illinois University	54.6	82.5	35.8	65	55
Governors State University	55.1	88.9	43.0	29	19
Illinois State University	57.5	84.5	49.0	29	22
Northeastern Illinois University	51.6	78.0	30.9	82	67
Northern Illinois University	57.3	86.6	53.3	45	38
Western Illinois University	56.0	82.5	35.8	65	52
Southern Illinois University					
Carbondale	57.3	86.6	53.3	45	39
Edwardsville	56.5	82.5	35.8	65	50
University of Illinois					
Chicago	77.3	89.4	60.2	22	8
Springfield	56.9	88.9	43.0	29	17
Urbana-Champaign	82.1	111.6	77.3	22	21

Source: American Association of University Professors (AAUP)

TABLE 8

ILLINOIS INDEPENDENT COLLEGES AND UNIVERSITIES
ALL RANK WEIGHTED AVERAGE FACULTY SALARIES BY CAMPUS
SORTED BY CARNEGIE CLASSIFICATION

(in thousands of dollars)

	FY1999	FY2000	FY2001	FY2002	FY2003	Percent Increases FY1999 to FY2003	Percent Increases FY2000 to FY2003	Percent Increases FY2001 to FY2003
Baccalaureate Colleges - Liberal Arts								
Augustana College	$ 47.9	$ 49.6	$ 51.8	$ 53.1	$ 54.7	14.2 %	10.3 %	5.6 %
Illinois Wesleyan University	51.2	52.8	54.6	57.0	59.2	15.6	12.1	8.5
Knox College	47.3	49.3	48.9	48.8	49.8	5.5	1.1	2.0
Lake Forest College	52.4	54.1	56.0	58.8	59.3	13.1	9.6	5.9
Monmouth College	45.5	47.0	48.6	52.0	51.5	13.3	9.6	6.1
Principia College	-	47.5	47.9	51.2	51.7	-	8.7	7.9
Wheaton College	54.7	55.7	56.6	58.8	59.5	8.7	6.9	5.0
								-
Baccalaureate Colleges - General								-
Elmhurst College	48.4	51.2	53.4	55.7	56.9	17.6	11.1	6.6
Illinois College	47.8	48.5	49.3	49.4	50.5	5.6	4.0	2.4
MacMurray College	32.2	33.9	-	36.8	35.4	10.0	4.4	-
McKendree College	42.9	44.1	45.6	-	47.7	11.2	8.2	4.7
Millikin University	42.4	43.5	44.2	45.8	45.6	7.6	4.7	3.0
Trinity Christian College	42.5	43.1	-	46.7	48.1	13.2	11.5	-
								-
Master's Colleges and Universities I								
Aurora University	44.0	45.7	-	46.5	47.6	8.4	4.3	-
Benedictine University	46.1	51.7	-	55.5	56.4	22.6	9.1	-
Bradley University	51.6	52.5	54.8	59.5	62.0	20.2	18.1	13.1
Columbia College Chicago	48.4	49.3	51.9	-	56.1	15.9	13.8	8.1
Concordia University	41.9	44.4	-	46.7	46.4	10.7	4.6	-
Dominican University	47.1	47.1	49.4	51.5	51.6	9.7	9.7	4.4
Lewis University	46.3	48.3	-	-	53.8	16.2	11.4	-
North Central College	47.5	49.1	52.5	54.9	55.7	17.4	13.4	6.1
Olivet Nazarene University	43.3	44.2	44.3	45.9	47.3	9.3	7.1	6.7
Roosevelt University	50.5	52.0	56.1	58.3	60.1	18.9	15.5	7.1
St. Xavier University	-	51.2	53.1	55.4	56.9	-	11.0	7.1
University of St. Francis	44.8	46.0	48.7	50.7	51.5	14.9	12.0	5.7
								-
Master's Colleges and Universities II								
Quincy University	39.4	40.5	42.7	44.1	44.8	13.7	10.6	5.0
Doctoral/Research Universities - Extensive								
Loyola University of Chicago	67.2	67.3	68.6	68.4	68.8	2.4	2.2	0.3
Northwestern University	87.7	91.3	96.0	100.4	105.2	20.0	15.2	9.6
University of Chicago	89.6	94.4	98.2	101.5	105.9	18.2	12.1	7.8
Doctoral/Research Universities - Intensive								
DePaul University	59.8	62.1	65.4	-	67.4	12.6	8.4	3.0
Specialized Institutions								
Trinity International University	45.9	-	-	46.1	52.8	15.1	-	-
Weighted Average	$ 63.1	$ 65.1	$ 69.9	$ 72.3	$ 72.6	15.0 %	11.6 %	3.9 %

NOTE: The fiscal year 2003 faculty distribution among ranks was used to determine weighted average salaries for all years. The weighted average is based on the 27 institutions that reported in all years.

Source: American Association of University Professors (AAUP)

TABLE 9

ILLINOIS INDEPENDENT COLLEGES AND UNIVERSITIES
WEIGHTED AVERAGE FACULTY SALARIES
AS A PERCENTAGE OF COMPARISON GROUP MEDIANS

	FY1999	FY2000	FY2001	FY2002	FY2003
Baccalaureate Colleges - Liberal Arts					
Augustana College	105.6 %	104.9 %	105.3 %	103.7 %	103.8 %
Illinois Wesleyan University	122.1	119.8	119.9	120.8	121.9
Knox College	85.8	85.3	80.9	78.2	76.7
Lake Forest College	94.6	93.0	92.0	93.3	90.7
Monmouth College	104.0	101.8	101.9	105.5	101.2
Principia College	-	107.8	105.1	108.6	106.2
Wheaton College	90.3	89.1	87.3	88.6	85.9
Baccalaureate Colleges - General					
Elmhurst College	107.2	108.7	109.0	109.2	108.4
Illinois College	111.7	107.8	106.1	102.6	101.9
MacMurray College	78.2	78.6	-	79.7	74.5
McKendree College	110.8	110.9	109.0	-	106.1
Millikin University	101.5	99.2	97.1	96.3	93.4
Trinity Christian College	108.0	106.4	-	106.9	104.6
Master's Colleges and Universities I					
Aurora University	92.7	94.5	-	89.1	87.4
Benedictine University	89.5	98.1	-	97.5	94.7
Bradley University	107.8	107.1	107.1	112.5	113.6
Concordia University	106.6	104.5	106.7	-	110.0
Dominican University	85.7	86.4	-	83.4	80.7
Lewis University	95.3	93.0	93.3	94.3	90.4
North Central College	105.8	104.8	-	-	106.0
Olivet Nazarene University	113.6	113.3	116.3	118.2	115.6
Roosevelt University	87.2	84.6	81.6	80.5	81.1
St. Xavier University	118.1	116.4	120.7	119.8	118.8
University of St. Francis	-	112.8	112.6	112.5	112.4
Master's Colleges and Universities II					
Quincy University	113.3	113.0	114.4	116.3	113.7
Doctoral/Research Universities - Extensive					
Loyola University of Chicago	57.8	56.8	56.4	57.7	54.6
Northwestern University	84.7	80.8	78.2	75.7	72.7
University of Chicago	113.4	112.5	112.3	114.1	114.0
Doctoral/Research Universities - Intensive					
DePaul University	178.1	181.6	180.7	179.6	181.2
Specialized Institutions					
Trinity International University	-	-	-	123.3	118.1
Weighted Average	108.0 %	106.6 %	109.2 %	109.5 %	105.4 %

Note: The fiscal year 2003 faculty distribution among ranks was used to determine weighted average salaries for all years.

Source: American Association of University Professors (AAUP)

TABLE 10

ILLINOIS COMMUNITY COLLEGES
AVERAGE FACULTY SALARIES BY DISTRICT

(in thousands of dollars)	FY1999	FY2000	FY2001	FY2002	FY2003	Percent Increase FY1999 to FY2003	Percent Increase FY2000 to FY2003	Percent Increase FY2001 to FY2003
Black Hawk College	$ 47.5	$ 50.2	$ 51.6	$ 49.7	$ 53.1	11.8 %	5.8 %	2.9 %
Carl Sandburg College	42.3	42.2	42.4	44.6	44.0	4.0	4.2	3.7
City Colleges of Chicago (All)	56.4	61.1	61.1	65.4	66.2	17.4	8.3	8.3
College of DuPage	59.8	63.7	65.3	66.2	67.5	12.9	5.9	3.4
College of Lake County	68.8	72.8	73.2	74.5	73.6	7.0	1.1	0.6
Danville Area Community College	36.9	38.2	39.9	41.5	42.2	14.4	10.5	5.8
Elgin Community College	62.3	67.3	69.4	73.3	74.9	20.2	11.3	7.9
Heartland Community College	33.7	38.8	41.5	43.1	44.2	31.1	13.9	6.5
Highland Community College	46.5	50.9	53.6	56.3	55.4	19.0	8.8	3.3
Ill Eastern Community Colleges (All)	36.7	39.1	40.9	43.1	42.3	15.2	8.1	3.3
Illinois Central College	43.2	43.2	42.6	41.3	44.9	3.9	3.9	5.4
Illinois Valley Community College	42.0	44.4	45.3	47.3	48.4	15.3	9.1	6.9
John A. Logan College	44.7	48.1	49.7	51.6	53.9	20.7	12.1	8.5
John Wood Community College	29.0	35.5	35.7	40.1	42.4	46.1	19.4	18.7
Joliet Junior College	53.9	56.7	54.8	59.1	59.7	10.8	5.4	9.0
Kankakee Community College	46.7	50.3	52.4	55.1	57.0	22.0	13.3	8.7
Kaskaskia College	43.0	45.3	44.5	44.1	45.1	4.8	(0.5)	1.3
Kishwaukee College	39.8	42.1	42.0	42.8	44.0	10.5	4.4	4.7
Lake Land College	38.2	39.9	40.3	41.1	42.2	10.5	5.8	4.8
Lewis and Clark Community College	46.2	49.9	50.8	51.8	52.5	13.7	5.3	3.4
Lincoln Land Community College	52.0	56.5	58.3	59.1	60.8	17.0	7.7	4.3
McHenry County College	48.9	53.3	52.3	52.6	54.6	11.7	2.5	4.5
Moraine Valley Community College	50.6	53.4	54.0	53.5	49.3	(2.6)	(7.7)	(8.7)
Morton College	53.0	52.5	52.0	56.2	58.8	10.9	11.9	13.0
Oakton Community College	64.4	66.8	68.8	67.5	67.5	4.8	1.0	(1.9)
Parkland College	50.3	50.4	52.0	51.9	51.5	2.5	2.3	(0.9)
Prairie State College	47.8	53.2	51.6	52.2	53.7	12.4	1.0	4.1
Rend Lake College	42.1	43.3	44.8	47.0	45.7	8.5	5.5	1.9
Richland Community College	41.2	43.1	43.0	44.9	45.2	9.8	4.9	5.2
Rock Valley College	46.9	49.2	49.1	50.1	49.9	6.4	1.4	1.6
Sauk Valley Community College	39.1	41.4	40.8	42.1	44.5	13.8	7.5	9.1
Shawnee College	39.2	40.8	42.1	43.8	45.0	14.8	10.3	6.9
South Suburban College	51.7	55.2	56.1	55.7	55.1	6.6	(0.1)	(1.7)
Southeastern Illinois College	38.2	40.9	41.2	43.9	45.4	18.8	11.0	10.2
Southwestern Illinois College	51.3	46.8	49.2	52.5	48.4	(5.7)	3.3	(1.7)
Spoon River College	38.4	39.4	41.4	42.9	44.2	15.2	12.3	6.8
Triton College	58.2	57.3	58.2	60.4	61.9	6.4	8.1	6.4
Waubonsee Community College	47.2	50.0	49.1	52.2	54.6	15.8	9.3	11.3
William Rainey Harper College	58.8	59.8	59.9	60.9	58.4	(0.7)	(2.3)	(2.5)
Weighted Average	$ 52.8	$ 53.4	$ 53.9	$ 55.4	$ 55.9	5.8 %	4.6 %	3.7 %

Source: Illinois Community College Board

Table 11

ILLINOIS COMMUNITY COLLEGES
WEIGHTED AVERAGE FACULTY SALARIES COMPARED TO AVERAGE SALARIES IN SELECTED STATES

(in thousands of dollars)	FY1999	FY2000	FY2001	FY2002	FY2003	FY1999 to FY2003	FY2000 to FY2003	FY2001 to FY2003
Weighted Average Salaries								
Illinois	$ 52.8	$ 53.4	$ 53.9	$ 55.4	$ 55.9	5.9%	4.7%	3.7%
Average Salaries								
Arizona	53.0	55.0 *	56.9 *	59.0 *	56.5	6.6%	2.7%	-0.7%
California	59.0	61.2 *	63.0	65.7	67.1	13.7%	9.6%	6.5%
Florida	44.0	41.5	43.7	44.7	49.1	11.6%	18.3%	12.4%
Iowa	37.5	38.9 *	40.2 *	40.8	41.6	10.9%	6.9%	3.5%
Maryland	49.3	51.1 *	50.6	54.2	51.6	4.7%	1.0%	2.0%
Massachusetts	42.4	44.0 *	45.5 *	47.2 *	56.4	33.0%	28.2%	24.0%
Michigan	54.7	57.4	59.4 *	61.2	61.4	12.2%	7.0%	3.4%
Minnesota	46.0	47.7	49.8 *	52.3	50.1	8.9%	5.0%	0.6%
Missouri	46.9	53.7	54.4	55.1	55.4 #	18.1%	3.2%	1.8%
New York	55.2	57.8 *	56.6	57.0	59.8	8.3%	3.5%	5.7%
Ohio	48.1	49.9 *	46.0	47.7 *	50.9	5.8%	2.0%	10.7%
Pennsylvania	51.2	51.7	50.0	51.9 *	54.2	5.9%	4.8%	8.4%
Texas	41.7	40.2	40.7	45.0	44.9	7.7%	11.7%	10.3%
Washington	42.2	42.4	44.2	46.2	48.0	13.7%	13.2%	8.6%
Median	$ 47.5	$ 50.5	$ 49.9	$ 52.1	$ 52.9	11.4%	4.8%	6.0%
Illinois Average As a Percent of Other States' Median	111.2 %	105.7 %	108.0 %	106.4 %	105.7 %			

Sources: Illinois Community College Board, Integrated Postsecondary Education Data Systems (IPEDS) and telephone surveys of selected states

* Estimated by Illinois Community College Board
# Missouri Department of Higher Education

TABLE 12

**ILLINOIS MATHEMATICS AND SCIENCE ACADEMY (IMSA)
AND SELECTED COMMUNITY COLLEGE DISTRICTS IN THE CHICAGO
METROPOLITAN AREA AVERAGE FACULTY SALARIES**

	FY1999	FY2000	FY2001	FY2002	FY2003	Percent Increase FY1999 To FY2003	Percent Increase FY2000 To FY2003	Percent Increase FY2001 To FY2003
IMSA Weighted Average Salaries	$ 58,097	$ 61,700	$ 63,978	$ 64,460	$ 63,337	9.0 %	2.7 %	(1.0) %
High School Districts In:								
Cook County	68,311	69,560	70,370	71,575				
DuPage County	67,844	70,291	70,935	71,469				
Lake County	61,959	61,880	63,498	64,033				
McHenry County	56,656	57,889	59,482	60,061				
Will County	52,881	55,228	56,717	58,029				
Weighted Average Salary	$ 65,945	$ 67,189	$ 68,253	$ 69,220				
Community College Districts								
College of DuPage	62,374	63,687	65,328	66,172	67,489	8.2	6.0	3.3
Elgin Community College	65,591	67,282	69,394	73,285	74,914	14.2	11.3	8.0
Joliet Junior College	56,778	56,728	54,841	59,121	59,740	5.2	5.3	8.9
Waubonsee Community College	48,378	49,994	49,113	52,216	54,636	12.9	9.3	11.2
Weighted Average Salary	$ 59,970	$ 60,941	$ 61,555	$ 63,963	$ 65,038	8.5 %	6.7 %	5.7 %
IMSA as a Percent of High School Districts' Weighted Average	% 88.1 %	91.8 %	93.7 %	93.1 %				
IMSA as a Percent of Community College Districts' Weighted Average	96.9 %	101.2 %	103.9 %	100.8 %	97.4			

NOTE: FY2003 salary data for public high school teachers in Illinois was not available at the time this report was completed.

Source: Illinois Mathematics and Science Academy, State Board of Education Illinois Teacher Salary Study, and the Illinois Community College Board.

TABLE 13

PUBLIC UNIVERSITIES AND STATE HIGHER EDUCATION AGENCIES
WEIGHTED AVERAGE ANNUAL CIVIL SERVICE SALARIES

	FY1999	FY2000	FY2001	FY2002	FY2003	Percent Increase FY1999 to FY2003	Percent Increase FY2000 to FY2003	Percent Increase FY2001 to FY2003
Chicago State University	$ 29,209	$ 30,964	$ 31,392	$ 33,276	$ 41,932	43.6 %	35.4 %	33.6 %
Eastern Illinois University	28,622	29,957	31,486	33,213	33,211	16.0	10.9	5.5
Governors State University	28,802	29,637	30,444	30,837	32,101	11.5	8.3	5.4
Illinois State University	28,770	30,509	31,047	32,744	33,067	14.9	8.4	6.5
Northeastern Illinois University	29,130	30,009	31,433	32,222	32,229	10.6	7.4	2.5
Northern Illinois University	27,991	30,068	30,681	32,542	31,678	13.2	5.4	3.2
Western Illinois University	27,260	28,827	32,964	33,309	32,566	19.5	13.0	(1.2)
Southern Illinois University								
Carbondale	28,908	31,635	31,238	32,865	33,021	14.2	4.4	5.7
Edwardsville	25,311	26,884	32,274	29,506	29,986	18.5	11.5	(7.1)
School of Medicine	26,904	27,590	28,229	29,568	29,953	11.3	8.6	6.1
University of Illinois								
Chicago	36,995	35,687	39,388	40,875	41,823	13.1	17.2	6.2
Springfield	26,778	27,693	28,224	28,488	28,619	6.9	3.3	1.4
Urbana - Champaign	30,053	33,978	32,493	33,492	33,589	11.8	(1.1)	3.4
Public Universities Weighted Average	30,908	32,536	33,610	34,739	35,062	13.4	7.8	4.3
Illinois Community College Board	27,048	29,772	32,924	35,995	33,987	25.7	14.2	3.2
Illinois Student Assistance Commission	31,260	31,193	32,852	37,876	36,548	16.9	17.2	11.3
State Universities Civil Service System	39,538	40,551	42,640	45,121	46,924	18.7	15.7	10.0
Illinois Board of Higher Education	28,357	29,552	29,089	30,861	28,753	1.4	(2.7)	(1.2)
Weighted Average	$ 30,920	$ 32,507	$ 33,594	$ 34,818	$ 35,100	13.5 %	8.0 %	4.5 %

Source: Northern Illinois University Personnel Office
and Illinois Community College Board Technical Question Reponses

TABLE 14

PUBLIC UNIVERSITIES AND STATE HIGHER EDUCATION AGENCIES
WEIGHTED AVERAGE ANNUAL CIVIL SERVICE SALARIES
BY OCCUPATIONAL CATEGORY

Occupational Category	FY1999	FY2000	FY2001	FY2002	FY2003	FY1999 to FY2003	FY2000 to FY2003	FY2001 to FY2003
Administrative/Managerial/ Professional	$ 32,163	$ 36,282	$ 37,548	$ 38,200	$ 38,081	18.4 %	5.0 %	1.4 %
Medical/Health Services	34,544	34,473	41,469	44,174	46,212	33.8	34.1	11.4
Technical	25,321	28,855	29,581	30,870	30,723	21.3	6.5	3.9
Clerical	20,700	23,265	25,677	26,250	26,948	30.2	15.8	4.9
Custodial/Maintenance/ Services	23,243	26,101	27,659	28,445	28,683	23.4	9.9	3.7
Crafts/Trades/Construction	44,133	49,369	52,095	54,181	54,978	24.6	11.4	5.5

Source: Northern Illinois University Personnel Office

TABLE 15

ILLINOIS PUBLIC UNIVERSITIES
WEIGHTED AVERAGE FACULTY COMPENSATION[1]
AS A PERCENTAGE OF COMPARISON GROUP MEDIANS

(in thousands of dollars)

	Fiscal Year 2003 All-Rank Average			Fiscal Year 2003 Peer Group Median			Percent of Peer Group Median		
	Salary	Fringe Benefits	Total	Salary	Fringe Benefits	Total	Salary	Fringe Benefits	Total
Chicago State University	$ 60.8	$ 10.8	$ 71.5	$ 56.4	$ 16.0	$ 72.4	107.8 %	67.4 %	98.9 %
Eastern Illinois University	54.6	12.4	67.0	59.7	16.8	76.6	91.5	73.6	87.5
Governors State University	55.1	12.0	67.0	57.6	18.5	76.1	95.6	64.8	88.1
Illinois State University	57.5	15.2	72.7	62.8	16.2	79.0	91.6	93.6	92.0
Northeastern Illinois University	51.6	14.0	65.6	51.1	16.0	67.1	101.0	88.0	97.9
Northern Illinois University	57.3	14.1	71.4	60.2	15.5	75.7	95.1	91.5	94.3
Western Illinois University	56.0	15.4	71.4	60.3	16.8	77.1	92.9	91.6	92.6
Southern Illinois University									
Carbondale	57.3	14.8	72.1	61.8	15.5	77.3	92.8	95.6	93.3
Edwardsville	56.5	15.1	71.6	59.1	16.8	75.9	95.6	89.8	94.3
University of Illinois									
Chicago	77.3	15.4	92.7	73.3	19.9	93.2	105.5	77.7	99.6
Springfield	56.2	13.7	69.9	57.8	18.5	76.2	97.3	74.4	91.7
Urbana-Champaign	82.1	16.1	98.2	91.4	22.5	113.9	89.9	71.6	86.3
Weighted Average	$ 65.1	$ 14.8	$ 79.9	$ 68.7	$ 18.3	$ 87.0	94.7 %	81.3 %	91.9 %

[1] Salary and the cost of major fringe benefits including retirement, medical/dental insurance, disability insurance, tuition reimbursement, life insurance and worker's compensation.

Source: American Association of University Professors and Integrated Postsecondary Education Data Systems (IPEDS)

FULL-TIME FACULTY COMPENSATION AT ILLINOIS COLLEGES AND UNIVERSITIES

This report examines total compensation for full-time faculty at Illinois colleges and universities. The report shows the average cost of fringe benefits in addition to average salaries to estimate a total compensation package, and compares the average total compensation for faculty at Illinois institutions to the average total compensation for faculty at peer institutions.

While salaries are often the focus in discussions concerning employee compensation competitiveness, non-salary benefits are a key component of the total compensation package. Non-salary benefits include, but are not limited to, retirement and social security costs, medical, dental, life insurance, disability, unemployment compensation, workers compensation, tuition benefit plans, and housing. Although these benefits are not always reflected in an employee's paycheck, they represent a significant financial commitment and play an important role in attracting and retaining faculty and staff.

It should be noted that while non-salary benefits are an important part of total employee compensation, their cost and even their availability and scope might be beyond the control of the institution. For example, the Illinois General Assembly and Governor determine retirement and insurance benefits for public institutions, and the majority of state funding provided for these benefits is appropriated to entities other than the colleges and universities. Funding for the retirement system is appropriated to the State Universities Retirement System, and most funding for group health benefits is appropriated to the Department of Central Management Services (CMS).[1]

The report shows the cost of major fringe benefits provided to full-time faculty at public universities, independent institutions, and at community colleges in fiscal year 2003. Fringe benefits for public universities and independent institutions are examined by major type of expenditure, i.e., retirement costs and group health insurance costs, in an attempt to understand the difference between Illinois' average costs per faculty member and that of their peers. Fiscal year 2003 fringe benefit information is provided for individual Illinois community colleges, however, since no peer groups similar to those used for public universities and independent institutions are available, a comparison of total compensation with peer institutions is not presented.

Information on public university and independent institutions fringe benefits used in this report was obtained from the Integrated Postsecondary Education Data Systems (IPEDS) Salaries and Fringe Benefits Survey, 2002-2003. This information was used in conjunction with average all-rank salaries from the AAUP salary report to estimate total compensation. IPEDS fringe benefit data includes a breakout of employee benefits by type – a breakout that is not readily available from the AAUP data set. Community college fringe benefit data were obtained from the Illinois Community College Board's annual Faculty, Staff, and Salary Survey and an estimate of the State University Retirement System's contribution on behalf of community college faculty.

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[1] Beginning in fiscal year 2002, funds were appropriated to the Illinois Board of Higher Education for transfer to the State Group Health Insurance Fund and public universities were expected to contribute $45 million to the state employee group insurance programs from funds appropriated to the institutions.

Public Universities. Table 15 shows all-rank average faculty salaries, fringe benefits, and total compensation for Illinois public universities in fiscal year 2003. Median salaries, fringe benefits, and total compensation also are presented for each institution's peer group. During fiscal year 2003, the average all-rank faculty salary at Illinois' public universities was $65,100, with an additional $14,800 in fringe benefits for a total average compensation of $79,900. When compared with peer institutions, Illinois faculty salaries averaged 94.7 percent of peer group medians, while fringe benefits averaged 81.3 percent. Total compensation at Illinois public universities averaged 91.9 percent of total faculty compensation at peer institutions.

The median fringe benefit costs at Illinois' peer institutions shown on Table 15 averaged 21.0 percent of the group's median salary, while fringe benefits averaged 18.5 percent of the average faculty salary at Illinois institutions.

In an attempt to explain the difference in fringe benefit costs between Illinois universities and their peer institutions, Table 16 examines the major types of non-salary benefits. While Illinois institutions experience a higher average cost per faculty member in the area of insurance, i.e., group medical, dental, life, and disability insurance, the contribution made to the state's retirement system appears to be significantly less than that of other institutions and states. Group medical, dental, life, disability and other insurance costs average $7,873 per full-time faculty member in Illinois institutions, or 148.4 percent, of the cost of peer institutions' average cost of $5,306. Group insurance benefits are provided to employees throughout retirement; this and the level and type of benefits provided may explain this difference.

The combined costs per faculty member of retirement and social security contributions in Illinois average $6,275, or 56.9 percent of costs at peer institutions, in comparison to $11,024 per faculty member at peer institutions. Illinois is one of only a few states whose public college and university employees do not participate in Social Security (except that costs for Medicare coverage are assumed for employees hired following April 1, 1986). Participation by other states in the Social Security system in conjunction with other pension plans results in a higher cost per employee than provided in Illinois.

Other non-salary benefits do not represent a significant component of the compensation package. Other benefits – tuition plans, housing, unemployment, and workers compensation – represent less than one percent of total compensation of Illinois full-time faculty members and approximately two percent of the total compensation of faculty at peer institutions. Information concerning tuition benefits reported to IPEDS by some Illinois institutions appears to be limited to tuition benefits to faculty members, and thus excludes partial tuition waivers awarded to dependents of certain public university staff. Over 1,900 of these waivers were granted to all public university staff in fiscal year 2002 with a total value of $2.9 million.

Independent Institutions. Table 17 presents fiscal year 2003 weighted average faculty compensation, including average salary and fringe benefits, for Illinois independent institutions and compares this average to the median salary and fringe benefits of comparison group institutions. Only institutions that reported AAUP salary data and responded to the IPEDS Salaries and Fringe Benefit Survey are included in this analysis. During fiscal year 2003, the average all-rank faculty salary at Illinois independent institutions was $76,500, with an additional $24,200 in non-salary benefits for a total average compensation of $100,600. The average faculty salary at Illinois independent institutions was 106.2 percent of peer group median salaries and fringe benefits were 113.0 percent of peer group medians for an overall compensation

package that was 107.7 percent that of comparison institutions.

Table 18 examines fiscal year 2003 fringe benefit costs per faculty member by type of expenditure, including retirement and social security, insurance costs, and other benefits. The average expenditure per faculty member at Illinois independent institutions for group medical, dental, life, disability, and other insurance and for other benefits (tuition plans, housing, unemployment, and workers compensation insurance) exceeded that of peer institutions by 31 percent, while expenditures for retirement and social security averaged 90 percent of peer institutions.

Community Colleges. Fiscal year 2002 data for community colleges are presented on Table 19. Fiscal year 2002 data is the most recent available and permits a comparison among community college districts.

Table 19 presents weighted average salaries, average fringe benefits, and total compensation for Illinois community colleges by district for fiscal year 2002. Fringe benefits include the cost of the state's contribution to the retirement system on behalf of community college faculty and other fringe benefits such as group health, dental, and life insurance, workers compensation and unemployment insurance, and tuition benefits provided by individual community college districts. The cost of fringe benefits per community college faculty member averaged $14,000 in fiscal year 2002, bringing the average total compensation package for a community college faculty member to $69,800.

Summary

Non-salary benefits represent a significant financial commitment by institutions, and in the case of public institutions, a commitment on behalf of the State. In fiscal year 2003, faculty members at public universities in Illinois averaged $14,800 in fringe benefits for an average total compensation of $79,800. Faculty members at Illinois community colleges receive benefits both from the state, i.e., contributions to the State University Retirement System, and the institution at which they are employed. In fiscal year 2002, the cost of community college faculty fringe benefits averaged $14,000 for an average total compensation of $69,800. Private institutions in Illinois report an average of $24,200 in non-salary benefits for a total average compensation of $100,600.

TABLE 16

ILLINOIS PUBLIC UNIVERSITIES
FISCAL YEAR 2003 AVERAGE FRINGE BENEFITS BY TYPE
AS A PERCENTAGE OF COMPARISON GROUP AVERAGES

	Retirement and Social Security			Group Medical, Dental, Life Disability and Other Insurance			Other Benefits*		
	Illinois Institutions	Peer Averages	Percent of Peer Averages	Illinois Institutions	Peer Averages	Percent of Peer Averages	Illinois Institutions	Peer Averages	Percent of Peer Averages
Chicago State University	$ 4,844	$ 9,359	51.8 %	$ 5,420	$ 5,191	104.4 %	$ 496	$ 521	95.3 %
Eastern Illinois University	4,846	9,859	49.2	6,763	5,141	131.5	778	473	164.5
Governors State University	5,589	7,877	70.9	6,381	4,570	139.6	-	6,137	-
Illinois State University	5,483	10,666	51.4	7,742	5,470	141.5	1,942	935	207.8
Northeastern Illinois University	4,509	9,359	48.2	9,538	5,191	183.8	-	521	-
Northern Illinois University	5,832	10,118	57.6	8,315	4,701	176.9	-	450	-
Western Illinois University	5,772	9,859	58.5	8,272	5,141	160.9	1,373	473	290.2
Southern Illinois University									
Carbondale	5,643	10,118	55.8	7,951	4,701	169.1	1,187	450	264.0
Edwardsville	5,668	9,859	57.5	8,075	5,141	157.1	1,362	473	287.8
University of Illinois									
Chicago	7,286	11,619	62.7	7,834	6,293	124.5	320	863	37.1
Springfield	5,810	7,877	73.8	7,670	4,570	167.8	256	6,137	4.2
Urbana-Champaign	7,716	13,528	57.0	8,050	5,547	145.1	342	1,021	33.5
Weighted Average	$ 6,275	$ 11,024	56.9 %	$ 7,873	$ 5,306	148.4 %	$ 692	$ 911	76.0 %

* Other benefits include tuition plans, housing, unemployment and workers compensation insurance.

Source: Integrated Postsecondary Education Data Systems (IPEDS) Salaries and Fringe Benefit Survey, 2002-2003

TABLE 17

ILLINOIS INDEPENDENT COLLEGES AND UNIVERSITIES
WEIGHTED AVERAGE FACULTY COMPENSATION [1]
AS A PERCENTAGE OF COMPARISON GROUP MEDIANS

	Fiscal Year 2003 All-Rank Average			Fiscal Year 2003 Peer Group Median			Percent of Peer Group Median		
	Salary	Fringe Benefits	Total	Salary	Fringe Benefits	Total	Salary	Fringe Benefits	Total
Baccalaureate Colleges - Liberal Arts									
Wheaton College	$ 59.5	$ 30.4	$ 89.9	$ 69.3	$ 28.4	$ 97.7	85.9 %	107.0 %	92.0 %
Baccalaureate Colleges - General									
MacMurray College	35.4	10.8	46.2	47.5	19.8	67.3	74.5	54.7	68.7
Trinity Christian College	48.1	21.6	69.7	46.0	15.7	61.7	104.6	137.6	113.0
Master's Colleges and Universities I									
Aurora University	47.6	11.4	59.1	54.5	21.0	75.6	87.4	54.3	78.2
Bradley University	62.0	29.3	91.3	54.6	17.6	72.2	113.6	166.5	126.5
University of St. Francis	51.5	15.0	66.5	50.6	17.9	68.6	101.8	83.5	97.0
Doctoral/Research Universities - Extensive									
Loyola University of Chicago	68.8	24.4	93.3	82.1	28.3	110.4	83.8	86.4	84.5
University of Chicago	105.9	22.5	128.4	92.3	22.5	114.8	114.8	100.0	111.9
Doctoral/Research Universities - Intensive									
DePaul University	67.4	25.7	93.1	58.4	16.8	75.3	115.2	153.0	123.7
Weighted Average	$ 76.5	$ 24.2	$ 100.6	$ 72.0	$ 21.4	$ 93.4	106.2 %	113.0 %	107.7 %

[1] Salary and the cost of major fringe benefits including retirement, medical/dental insurance, disability insurance, tuition reimbursement, life insurance and worker's compensation.

[2] Only institutions that reported both AAUP data and IPEDS Salary Survey data for fiscal year 2003 have been included.

Source: American Association of University Professors and Integrated Postsecondary Education Data Systems (IPEDS)

TABLE 18

ILLINOIS INDEPENDENT COLLEGES AND UNIVERSITIES
FISCAL YEAR 2000 AVERAGE FRINGE BENEFITS BY TYPE
AS A PERCENTAGE OF COMPARISON GROUP AVERAGES

	Retirement and Social Security			Group Medical, Dental, Life Disability and Other Insurance			Other Benefits[1]		
	Illinois Institutions	Peer Averages	Percent of Peer Averages	Illinois Institutions	Peer Averages	Percent of Peer Averages	Illinois Institutions	Peer Averages	Percent of Peer Averages
Baccalaureate Colleges - Liberal Arts									
Wheaton College	$ 9,048	$ 11,375	79.5 %	$ 7,898	$ 6,464	122.2 %	$ 13,417	$ 10,532	127.4 %
Baccalaureate Colleges - General									
MacMurray College	4,974	6,422	77.5	1,587	3,936	40.3	4,260	8,802	48.4
Trinity Christian College	7,690	5,950	129.2	5,280	4,042	130.6	8,596	5,998	143.3
Master's Colleges and Universities									
Aurora University	5,353	8,191	65.4	4,265	4,653	91.7	1,802	7,987	22.6
Bradley University	7,561	9,524	79.4	5,820	5,004	116.3	15,890	1,476	1,076.5
University of St. Francis	7,806	7,806	100.0	7,054	4,423	159.5	129	6,023	2.1
Doctoral/Research Universities - Extensive									
Loyola University of Chicago	11,875	12,980	91.5	8,886	4,714	188.5	3,685	13,365	27.6
University of Chicago	13,268	13,528	98.1	5,013	5,547	90.4	4,217	1,021	413.3
Doctoral/Research Universities - Intensive									
DePaul University	8,170	9,859	82.9	8,810	5,141	171.4	8,767	473	1,853.5
Weighted Average	$ 10,250	$ 11,383	90.0 %	$ 6,829	$ 5,211	131.0 %	$ 7,088	$ 3,872	183.1 %

[1] Other benefits include tuition plans, housing, unemployment and workers compensation insurance.

[2] Only institutions who reported both AAUP data and IPEDS Salary Survey data for fiscal year 2003 have been included.

Source: Integrated Postsecondary Education Data Systems (IPEDS) Salaries and Fringe Benefit Survey, 1999-2000

Table 19

ILLINOIS COMMUNITY COLLEGES
AVERAGE FACULTY COMPENSATION BY DISTRICT
FISCAL YEAR 2002

(in thousands of dollars)

	Average Salaries	Fringe Benefit Costs * SURS Retirement	Other Benefits	Total	Total Compensation
Black Hawk College	$ 53.1	$ 5.8	$ 8.1	$ 13.9	$ 67.0
Carl Sandburg College	44.0	4.8	5.8	10.6	54.6
City Colleges of Chicago (All)	66.2	7.2	10.8	18.0	84.2
College of DuPage	67.5	7.4	8.3	15.7	83.2
College of Lake County	73.6	8.0	9.4	17.4	91.1
Danville Area Community College	42.2	4.6	5.0	9.6	51.8
Elgin Community College	74.9	8.2	11.7	19.9	94.8
Heartland Community College	44.2	4.8	4.4	9.2	53.4
Highland Community College	55.4	6.0	9.6	15.6	71.0
Ill Eastern Community Colleges (All)	42.3	4.6	4.2	8.8	51.0
Illinois Central College	44.9	4.9	8.1	13.0	57.8
Illinois Valley Community College	48.4	5.3	6.5	11.8	60.2
John A. Logan College	53.9	5.9	6.7	12.6	66.5
John Wood Community College	42.4	4.6	5.3	9.9	52.3
Joliet Junior College	59.7	6.5	11.9	18.4	78.1
Kankakee Community College	57.0	6.2	6.4	12.6	69.6
Kaskaskia College	45.1	4.9	9.7	14.6	59.6
Kishwaukee College	44.0	4.8	4.5	9.3	53.2
Lake Land College	42.2	4.6	6.5	11.1	53.3
Lewis and Clark Community College	52.5	5.7	5.0	10.7	63.3
Lincoln Land Community College	60.8	6.6	4.7	11.3	72.2
McHenry County College	54.6	6.0	10.5	16.5	71.1
Moraine Valley Community College	49.3	5.4	10.4	15.8	65.1
Morton College	58.8	6.4	8.2	14.6	73.4
Oakton Community College	67.5	7.4	7.9	15.3	82.8
Parkland College	51.5	5.6	8.1	13.7	65.3
Prairie State College	53.7	5.9	4.5	10.4	64.1
Rend Lake College	45.7	5.0	4.8	9.8	55.4
Richland Community College	45.2	4.9	5.1	10.0	55.2
Rock Valley College	49.9	5.4	6.2	11.6	61.5
Sauk Valley Community College	44.5	4.9	9.1	14.0	58.5
Shawnee College	45.0	4.9	4.4	9.3	54.3
South Suburban College	55.1	6.0	7.0	13.0	68.1
Southeastern Illinois College	45.4	5.0	4.8	9.8	55.2
Southwestern Illinois College	48.4	5.3	5.1	10.4	58.7
Spoon River College	44.2	4.8	6.6	11.4	55.6
Triton College	61.9	6.8	7.2	14.0	76.0
Waubonsee Community College	54.6	6.0	6.8	12.8	67.4
William Rainey Harper College	58.4	6.4	9.0	15.4	73.8
Weighted Average	$ 55.9	$ 6.1	$ 7.9	$ 14.0	$ 69.8

* Fringe benefits include the state of Illinois contribution to employee retirement based on the fiscal year 2002 normal cost of retirement benefits for the State Universities Retirement System (10.92 percent of salary) and the cost of non-retirement benefits as reported to the Illinois Community College Board.

Source: Illinois Community College Board and SURS Estimate

APPENDIX A

DESCRIPTION OF SALARY DATA SOURCES, BOARD OF HIGHER EDUCATION COMPARISON GROUPS, AND METHODS FOR COMPARISONS

Faculty Salaries

Sources of Data

Public university and independent institution faculty salary data used in this study were reported by the American Association of University Professors (AAUP) in "The Annual Report on the Economic Status of The Profession 2002-2003," *Academe*, March-April 2003. This report excludes part-time faculty, pre-clinical and clinical medicine faculty, administrative officers that devote part of their time to classroom instruction, faculty on leave without pay, replacements for faculty on sabbatical leave, and undergraduate or graduate students serving as teaching assistants.

Salary data for some ranks of faculty within an institution may be excluded by the AAUP even though an institution's other data are included in the AAUP report. This occurs because AAUP does not publish salary data for ranks in which fewer than six faculty members are reported. This measure is intended to protect the confidentiality of individual salary information. Because relatively small numbers of faculty are excluded for this reason, this adjustment is not likely to have a significant effect on the conclusions of the Illinois Board of Higher Education's report.

The Association's efforts have made it possible to obtain faculty salary data in a more timely fashion than other sources of such information. However, not all institutions are included in AAUP's year-to-year efforts. Missing data generally involve small nonpublic institutions and public community colleges. Because data for many Illinois community colleges have not been consistently included in the AAUP reports over the years, salary data for Illinois' community college faculty were obtained from the Illinois Community College Board. Each community college annually provides faculty salary information to IPEDS and the Illinois Community College Board through the Faculty, Staff, and Salary Survey (C1/C2 submission).

Comparisons of Faculty Salaries

Faculty salary data for five fiscal years (1999 through 2003) are examined in this report. For each of these years, data for Illinois public universities and independent colleges and universities are compared with similar institutions nationwide. The basis for determining groups of similar institutions--labeled comparison groups--is described in a Board report, *College and University Comparison Groups* (November 5, 1985). A list of the comparison groups containing Illinois colleges and universities that are used in the report is available from the Illinois Board of Higher Education.

The comparison groups involve a total nationwide population of 1,534 colleges and universities. This total includes 273 doctoral granting institutions, 561 master's granting institutions, and 700 bachelor's granting institutions. These institutions were divided into 41

groups of institutions based upon a large number of variables that are described in the Board of Higher Education's 1985 report. Of the 41 comparison groups, 18 contain at least one Illinois institution.

Within each comparison group, the median (midpoint) is determined for each faculty rank. A "weighted" median is then calculated using the fiscal year 2003 faculty mix for each Illinois institution. This figure is used as the point of comparison with the weighted average salary and compensation for each Illinois institution in the group. Illinois salaries and compensation are expressed as a percentage of the median of the group.

Weighted average faculty salaries for independent colleges and universities are calculated using the institutions that reported data in every year. In this report, the following institutions were used to calculate the weighted average faculty salaries for Illinois nonpublic institutions.

Augustana College
Aurora University
Benedictine University
Bradley University
Columbia College Chicago
Concordia University
Dominican University
Elmhurst College
Illinois College
Illinois Wesleyan University
Knox College
Lake Forest College
Lewis University
Loyola University of Chicago
MacMurray College
Millikin University
Monmouth College
North Central College
Northwestern University
Olivet Nazarene University
Quincy University
Roosevelt University
Trinity Christian College
Trinity International University
University of Chicago
University of St. Francis
Wheaton College

The mix of faculty in each rank in fiscal year 2003 is used to control for changes in the mix of faculty over time. Furthermore, the Illinois institutions' fiscal year 2003 mix is used for computing the comparison group's median in order to control for differences in faculty mix among institutions.

No comparison groups similar to those used for public universities and independent institutions are available for Illinois community colleges. In the absence of such groups, the weighted average salary of all Illinois community colleges combined has been compared with the average salary in selected states that have large community college systems or neighbor Illinois. The Illinois average is compared with the median salary for the group of states and expressed as a percentage of the median. Faculty salary data for selected states were provided by the Illinois Community College Board from the Integrated Postsecondary Education Data Systems (IPEDS) Salaries and Fringe Benefits Surveys and a telephone survey of the selected states.

Carnegie Classifications - Definitions[1)]

Associate's Colleges: These institutions offer associate's degree and certificate programs, but with few exceptions, award no baccalaureate degrees. This group includes institutions where, during the period studied, bachelor's degrees represented less than ten percent of all undergraduate awards.

Baccalaureate Colleges-Liberal Arts: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. During the period studied, they awarded at least half of their baccalaureate degrees in liberal arts fields.

Baccalaureate Colleges-General: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. During the period studied, they awarded less than half of their baccalaureate degrees in liberal arts fields.

Master's Colleges and Universities I: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more masters degrees per year across three or more disciplines.

Master's Colleges and Universities II: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the time period studied, they awarded 20 or more masters degrees per year.

Doctoral/Research Universities-Extensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded 50 or more doctoral degrees per year across at least 15 disciplines.

Doctoral/Research Universities-Intensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded at least ten doctoral degrees per year across three or more disciplines.

Theological Seminaries and Other Specialized Faith-Related (Specialized Institutions): These institutions primarily offer religious instruction or train members of the clergy.

[1)] The Carnegie Foundation for the Advancement of Teaching, *The Carnegie Classification of Institutions of Higher Education*, 2000 Edition.

Illinois Mathematics and Science Academy

Faculty salary data used in this study were reported by the Illinois Mathematics and Science Academy and the Illinois State Board of Education (ISBE) Office of Planning, Research and Evaluation in *Illinois Teacher Salary Study*, 1994-95, 1998-99, 1999-00, and 2000-01. The 2001-02 report was not available as of August 2002. The ISBE obtains data from the teacher service record form completed annually by school district superintendents and submitted to the ISBE. All data reported are salaries for full-time classroom teachers and include salary increments resulting from an additional year of teaching experience for most teachers, additional

educational attainment for some teachers, and additional pay for extra duties and extended work time if not included in the teacher's employment contract. Salaries for part-time teachers, teacher aides, and other non-teaching personnel are not included.

Civil Service Salaries

The personnel office at Northern Illinois University collects university civil service salaries annually from public universities and higher education agencies. Data are collected for the number of employees in each position and the average salary for that position.

Illinois Board of Higher Education staff grouped the various civil service position classifications as designated by the University Civil Service Merit Board into six occupational categories.

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